

# UNIVERSITY OF THE PUNJAB.

## PART III.

WRITTEN STATEMENTS PRESENTED BY PERSONS WHO DID NOT  
APPEAR AS WITNESSES.



SIMLA :

PRINTED AT THE GOVERNMENT CENTRAL PRINTING OFFICE.

## Table of Contents.

Serial No.	Name	Page.
1	The Revd. H. D. Griswold, M.A., Ph. D., Professor of Philosophy and History, Forman Christian College Lahore.	1
2	The Rt. Revd. G. A. Lefroy, D.D., Bishop of Lahore ... ..	5
3	The Revd. A. C. Clarke, M.A. (Cambridge), Principal, Church Mission College, Amritsar.	7
4	The Revd. George Waugh, M.A., B.D. (Edinburgh), Principal, Scotch Mission College, Sialkot.	9
5	Judges of the Chief Court, Punjab ... ..	11
6	Rai Bahadur K. P. Roy, M.A., B.L. (Calcutta), Pleader, High Court...	13
7	Rai Bahadurala Sagar Chand, B.A. (Calcutta), Retired Inspector of Schools.	17
8	M. Crosse, Esq. M.A. (Cantab), Inspector of Schools, Lahore Circle, and Inspector of European Schools, Punjab.	25
9	Lala Sheo Lal, B.A. (Calcutta), Inspector of School, Mooltan Circle ...	27
10	Lala Nand Kishor, B.A. (Calcutta), Inspector of Schools, Jullundur Circle.	31
11	Lala Kedar Nath, Head Master, Municipal Board High School, Jullundur City.	33
12	Percy Brown, Esq., A.R.C.A., Principal, Mayo School of Art and Curator, Central Museum, Lahore.	35
13	P. S. Allen, Esq., M.A. (Oxford), late Professor of History, Government College. Lahore.	39
14	Lala Jiya Ram, M.A. (Punjab), Assistant Professor, Government College, Lahore.	43
15	Lala Diali Ram, B.A. (Punjab), Director of Public Instruction, Patiala State.	51
16	Hon'ble Rai Bahadur Madan Gopal, M.A. (Calcutta), Barrister-at-Law	61
17	Lala Lal Chand, M.A. (Calcutta), Pleader, Chief Court, Punjab, and President, Managing Committee, Dayanand Anglo-Vedic College, Lahore.	65
18	Muhammad Shah Din, Esq., B.A. (Cambridge), Barrister-at-Law, representing the Injuman-i-Islamia, Lahore.	75
19	Revd. Dr. H. N. Weitbrecht, Ph. D., Fellow of the Punjab University	83

## Punjab.

Note by the Reverend H. D. Griswold, M.A., Ph. D., Professor of Philosophy and History, Forman Christian College, Lahore.

### *I.—Distinction between 'Pass' Courses and 'Honours' Courses.*

IT seems to me that it would be unwise to introduce such a distinction, and that for the following reasons :—  
(1) This distinction has not been widely recognized as useful. So far as I know, it has been adopted only in the Universities of Great Britain and in some of the Universities of the colonies and dependencies of Great Britain. Its purpose in the British Universities seems to have been to provide a plan whereby the sons of the wealthy and titled might by taking a 'Pass' course enjoy the benefits of University life and culture without the necessity of very rigorous effort, while the comparatively few ambitious and brilliant students, especially if poor, would read for honours. This separation between unambitious students, whether brilliant or dull, and ambitious students has not been widely adopted in the Universities of the world, although it is in harmony with the traditions of Oxford and Cambridge. (2) In the undergraduate courses the less brilliant students need the stimulus of the presence of more brilliant men in the same classes and lectures. To separate the two classes would be detrimental to the best interests of the less brilliant or the less ambitious class. A naturally able student may be lazy. He needs the stimulus of equally clever men who are industrious in order to be incited to do his best. (3) Such a division as is involved in the distinction between 'Pass' and 'Honours' courses would greatly increase the labour and expense of any particular College without any corresponding benefit except to the comparatively small number of students who are fitted to take an 'Honours' course. (4) If all who read

for honours should be sent to one particular College where alone provision is made for the teaching of 'Honours' courses, a severe blow would be struck at the efficiency and dignity of all other Colleges throughout the province, which teach the same subjects.

### *II.—The higher degrees.*

There are, it seems to me, several defects in the University regulations concerning the courses leading to the M. A. degree: (1) It is a two years' course as prescribed by the University, but nearly always students take their examination after one year. Two years' residence and study in some College centre ought, in my opinion, to be insisted on. (2) There is in general inadequate equipment for giving instruction to M. A. candidates. This might perhaps be partly remedied by a system of co-operation between different Colleges in one place as in Lahore. The University also might do something by way of providing specialists in at least one or two subjects. No subject, in my opinion, needs the trained specialist so much as History and Political Economy, if the candidate for the M. A. degree in History is to be adequately prepared. It is not facts that the advanced student of history needs so much as a grasp of historical method and the power to conduct historical research on critical principles. This power can best be acquired by bringing students into living contact with an historical specialist who is himself actually engaged in research. The critical investigation of a special period or of a special historical problem would furnish the best training for the purpose. In nothing is the Indian mind so deficient as in the historic sense, witness the lack of history in Indian literature. This defect can be remedied not by the study of history as a memory-exercise, but only through such practical work as involves a training in the principles of historic evidence. There is very much work of this sort to be done in India. A work on Political Economy with Indian conditions in mind is yet to be written. An economic history of India somewhat after the manner of Cunningham's book on "The Growth of English Industry and Commerce" is also a desideratum. A specialist in History and Political Economy, if possessed of an adequate grasp of the languages and

literature of India, might help to supply these needs and at the same time give advanced students an invaluable training by associating them with him in his researches.

### *III.—The question of Examinations.*

There is an impression abroad that the system of examinations in the Indian Universities encourages "cram." In my opinion there is truth in this charge. At the same time, it has been greatly exaggerated. There is probably no more encouragement to cram in the Indian Colleges because of University examinations than there is in the Gymnasiums of Germany. Undergraduate students ought to get an accurate acquaintance with their subjects, call it 'cram' or what you will. But the method of examination ought to be somewhat different in the case of post-graduate students reading for higher degrees. If the teachers, *e.g.*, of M. A. English, could form a committee of examination and be given reasonable liberty, it would, in my opinion, be an improvement. This would be practicable if residence were made compulsory for the M. A. degree and if no College were permitted to prepare students for the higher degrees, unless, either alone or in conjunction with other Colleges in the same town, its equipment and staff reach a certain standard. But this involves the question of affiliation rules. In my opinion a thesis or dissertation on some theme connected with the special course of the student might well form a part of the course and be presented finally as a part of the examination. This would be the best test of the candidate's judgment, power of thought, and literary expression. In this way, the emphasis would be placed on the cultivation of something else besides memory.

### *IV.—The question of a Teaching University.*

It does not seem to me to be wise for Government to enlarge the teaching functions of the Punjab University, except along the line of technical and professional training and along the line of equipment for training candidates for advanced degrees. The Punjab University already has under its care a Law College and an Oriental College. To this extent it is already a "Teaching University." It might also look forward to the founding of a School of History and Political Economy, a School of Mechanic Arts and a School of Agriculture. It is to me very doubtful whether University instruction as opposed to College instruction would be more efficient in the undergraduate courses, and certainly the cost to Government would be very great.



सत्यमेव जयते

## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

—

Note by the Right Revd. G. A. Lefroy, D.D., Bishop of Lahore.

I WILL put down quite briefly those of the subjects which seem to me of the greatest importance:—

- (1) The securing, in some way, of more effective, positive moral teaching in our Colleges. The results of the present system I believe to be, in many aspects, negative and disintegrating to a sad degree.



- (2) The improved constitution of the Senate, so that Fellowships shall not be given simply by way of compliment, but be restricted to persons interested in education and with the necessary qualifications for taking an intelligent part in the management of the University.

- (3) If it were possible to develop, under due control and with proper safeguards, the Boarding House system, which fosters so much *esprit de corps* as well as securing for the students much more quiet and uninterrupted opportunities for work, I think the gain would be very great. The evils which have arisen in Calcutta, and other of the older centres, from the concentrating in the town of large numbers of pupils, independent of any Boarding House system or proper moral control, are notorious and terrible. Every effort should be made to escape them. The Boarding House question is, however, one of

6

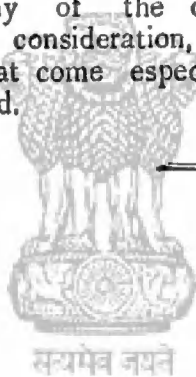
2

extreme difficulty, and I am not at all sure that much can be done except in Missionary Colleges, where there are men ready to give themselves to the students at all hours and thoroughly make friends of them.

(4) Stricter rules of affiliation.

(5) I should be glad to see some hygiene included in the list of subjects for teaching. Dealing as we are with a country where the most deplorable ignorance of the rudimentary laws of health prevails, I think our curriculum of studies should recognise this in a way and to a degree which would be wholly needless at home.

I recognise of course the very high importance of many of the other subjects noted for consideration, but these are the ones that come especially home to my own mind.





7

# INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

---

**Note by the Revd. A. C. Clarke, M. A. (Cambridge), Principal  
of the Church Mission College, Amritsar.**

It has been suggested that some steps should be taken to alter the character of the University of this Province and to add teaching to its functions.

While in full sympathy with the proposal in general, I think there are real objections to it in the particular case of Indian education. My reasons are as following:—

The moral and ethical side of education requires special emphasis in the India of to-day. As has frequently been pointed out by high officials in Government service, what we should look for as the outcome of the education we supply India with is not well-instructed Bábús, but honest and trustworthy men, men of principle, who can be depended upon as law-abiding citizens and loyal servants of the State.

One great factor in the production and cultivation of character is personal influence, and in any scheme of University education the value of the personal equation must not be ignored.

This, I fear, may take place if the reform proposed is carried out. For, given the Punjab University becomes a teaching body, lectures in certain subjects will, I take it, be thrown open to the different Colleges situated in a given place. Students will then, with their Principal's consent, elect which lectures they will attend, and should the lectures they select be at outside Colleges will for certain hours in the day leave their own College. The result of this must inevitably be the weakening of those ties which bind them to their own College, and of the influence their Professors exert on them.

I admit there are many methods of exerting an influence on students, but one of the strongest and most effective is through being in direct and constant, almost permanent, contact with them, and their inner life and thoughts can hardly better be influenced and moulded by Professors than in the lecture-room.

Personally I should be extremely sorry if my opportunities of bringing my personal influence to bear on the boys were in this way curtailed.

---



## Punjab.

---

Note by the Revd. George Waugh, M. A., B. D. (Edinburgh),  
Principal of the Scotch Mission College, Sialkot.

I HAVE the honor to make the following suggestions for the improvement of the University system :—

1. The courses of reading for the University Examinations should be shortened, but the percentage of marks required for passing should be raised. The result of this would be more thorough knowledge, and graduates of a better stamp.

2. In the examination for degrees some general questions, on the subjects fixed, should be set not directly taken from the prescribed text-books. This would discourage cram, encourage general reading, and result in better mental culture.

3. In the High School and in the Arts Course in Colleges languages should not occupy such an important place. More prominence should be given to Science and Logic.

4. In the appointment of examiners care should be taken to secure conscientious and patient men rather than brilliant scholars, as the candidates are so numerous, and much time is necessary for proper work.

5. The length of time allotted to the Middle School Examination should be greatly shortened. All the compulsory subjects should be overtaken in three days at the most.

6. Some check might be put upon affiliated Colleges which give additional advantages to scholarship-holders.

7. A better system of Discharge Certificates is necessary.

---



INDIAN UNIVERSITIES COMMISSION, 1902.

Punjab.

No. 1230 G., dated Lahore, 27th March 1902.

From—M. L. WARING, Esquire, C. S., Registrar, Chief Court, Punjab,

To—The Director of Public Instruction, Punjab.

WITH reference to letter No. 514, dated the 11th March 1902, from the Vice-Chancellor of the Punjab University, forwarding a note of the points to be considered by the University Commission, I am desired to forward, for the consideration of the Commission, a copy of Memoranda recorded by the Hon'ble Judges of this Court.

Memoranda recorded by the Hon'ble Judges of the Chief Court, Punjab.

THE difference between this University and the Allahabad University, as far as Judges are concerned, is that here Judges are *ex-officio* Fellows, while in the Allahabad University they are all appointed by the Chancellor or elected. All are Fellows.

A. H. S. REID,

14th March 1902.

Judge

I DO not wish to give evidence before the Commission.

A. H. S. REID,

14th March 1902.

Judge.

I HAVE received a separate communication from Mr. Bell, and have expressed my readiness to be examined by the Commission. I am also going to send a memorandum of my views beforehand.

As regards the question of *ex-officio* Fellows, I agree with the Vice-Chancellor that they are too many, and that at present there is no good reason why the old practice should be maintained. Many of the *ex-officio* Fellows take little interest in the affairs of the University, and some hardly ever attend its meetings.

The Judges of the Chief Court and the Financial Commissioner must, however, be well represented in the Senate, as they have intimate connection with the branch of law, and are deeply interested in the law examinations.

The local legal profession, constituted by the successful students of the law department of the University, is practically under the control of the Judges and the Financial Commissioner, and it is necessary, in order that they might work in harmony with the University, that they should take part in the deliberations of the Law Faculty and Syndicate.

The Accountant-General has definite functions in the University, and it is proper that he should be a member, and so should the Director of Public Instruction. The Principals of the Lahore Government and Medical Colleges ought to be members also. As regards the rest there is no such necessity.

P. C. CHATTERJI,

14th March 1902.

Judge.

I THINK the list of *ex-officio* Fellows is too long, and that it is not necessary for all the Judges to be *ex-officio* Fellows. A proportion, say half, of the Judges should be *ex-officio* Fellows, and the Judges should say which of their body should represent the Court.

W. O. CLARK,

17th March 1902.

Chief Judge.

I THINK the number of *ex-officio* Fellows should be reduced.

F. A. ROBERTSON,

18th March 1902.

Judge.

I AGREE with the Hon'ble Chief Judge. I have no evidence to offer.

R. L. HARRIS,

18th March 1902.

Judge.

I THINK all the Judges should be Fellows *ex-officio*; perhaps it is not necessary to make Additional Judges Fellows also.

J. A. ANDERSON,

18th March 1902.

Judge.

## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

**Note by Rai Bahadur K. P. Roy, M.A., B.L. (Calcutta), Pleader,  
High Court.**

IN my opinion it is desirable that University should be a teaching body. It means a good deal of expenditure. I am inclined to think that the Government in initiating the movement must have already taken this element into consideration. The further difficulty exists in the present state of Colleges, as they are scattered over different places and are differently constituted. This difficulty is no doubt formidable at present, but time and money will surmount it. A beginning ought to be made now, for if this opportunity is lost it may not come within a reasonable distance of time.

The University with its affiliated Colleges ought to be at a respectable distance from a busy and populous city. There it will enjoy fresh life and be free from temptations.

The Professors and teachers should be competent men *who have mastered the art of imparting education*. These gentlemen, whether European or Native, should study the national life of Indians and should train up Indian students on national basis. A tutor or Professor should have a reasonable number of students under him and ought to be held responsible for their educational career. There should be perfect accord and sympathy between Professors, teachers and students. Any racial difference should be altogether forgotten. Their points of contact should be more enlarged and more frequent.

The Boarding-Houses of Colleges should be under careful, sympathetic and healthy supervision. The students should be trained to respect and love their teachers and Professors and to show them obedience in every way; while the students should be looked upon as their sons by their teachers and Professors whose anxiety for their welfare should be manifested in every direction.

The out-door sports and exercises ought to be made attractive to the students, though care should be taken that the same may not monopolize their whole attention and operate to injury of study. The students, whether in study or physical exercises, should be taught self-reliance.

I think it is desirable that there should be moral teaching for students, but considering different religions prevailing in India any such attempt may do more injury than good. If proper care be bestowed on the selection of Professors and teachers their examples and sayings will amply supply the want

I think the Senate of the Punjab University is rather unwieldy. The numbers should be reduced to 60. The *ex-officio* members should cease to exist. The Rais members who come in by way of compliment and do not understand the system of University education can be very well spared. The missionary and educational members should have a fair representation and no more. They should not be allowed to monopolize the power with the European members nominated by the Government. The educated Punjabis ought to be more in number in the Senate than they are now, either by nomination or election. They have the greatest interest at stake. They are well fitted to take intelligent action. Some persons who are men of learning, experience and broad views may be nominated to the Senate. The official element should not be allowed to preponderate.

The Syndicate here as elsewhere have usurped the power of the Senate. This should be remedied. It can be remedied by placing the Syndicate on a statutory basis or by allowing the Senate as a body to elect members for the Syndicate or by making the Syndicate an academic body by some other method. It appears that nearly the same members form the Syndicate and so they have been gradually acquiring the feeling of right of permanency.

The graduates of certain standing and on certain conditions should be given the power to elect Fellows of the University. A register of graduates up to date ought to be kept up, and the privilege of election in the way indicated



15  
above be given to them on a small annual fee. The elected members ought to be at least half if not more of the full number of Fellows. In the nomination of members the sole consideration should be competency of the members and no racial difference should be allowed to have any share.

I think the tenure of Fellowship should be limited to five years and should be liable to forfeiture on account of consecutive absence for six months. But the members retiring will be eligible for re-election or nomination.

The members of the Senate ought to be fairly distributed into different Faculties and Board of Studies. Some of them may be allowed to remain outside them. The quorum of Faculties and of Boards of Studies ought to be raised, and certainly as regards Oriental, Arts and Law. The Board of Study should be encouraged to consult specialists. The Senate should appoint Examiners.

As the cramming begins in School, attempt should be made to stop it there. The best way to stop it is to see that good and competent teachers are appointed in Schools. It is a delicate task to draw out the powers of a boy and to make him learn for himself. The test of examination should be to discover how far the boy has learnt self-culture, and not cramming. The cramming or improvement of memory ought not to be altogether discouraged, as in its reasonable form it is a great help to education as well as to learn foreign languages.

I think that the Matriculation Examination may be allowed to stand till the scheme of teaching Universities is complete. I think the Matriculation test ought to be reduced and not raised. There should be text-books of English in this examination. There should be no age limit.

The post-graduates ought to be provided with scholarships to carry on researches. This will prevent the determined and eminent graduates from being lost in the multitude after having attained honours in the Universities. They may further be provided with posts in Government service.

There should be a good library and laboratory.

It is desirable that there should be a list of recognized Professors and teachers, but it is not necessary at present that it should be adopted in all its severity. It will suffice at present if the University lays down the standard of their qualifications and enforce it by periodical supervision.

I think it is necessary that there should be moderators or some such scheme to prevent vagaries in questions at examinations.

I am clearly of opinion that there should be examination of students in the few subjects they have failed, within a year. It is a great hardship to call upon them to pass another examination in all the subjects in the following year.

I think the test of one University should be accepted by the other, as otherwise it works to the injury of students.



## Punjab.

Note by Rai Bahadur Lala Sagar Chand, B. A. (Calcutta), retired  
Inspector of Schools.

### *Suggestions for the University Commission.*

*I.—On the power of conferring Honorary Degrees.*—The power of conferring honorary degrees on individuals which has been given to the Punjab University by Section 16 of the Act of Incorporation might occasionally be exercised in favour of Indians. Hitherto these degrees have been bestowed on non-Indians exclusively—mostly on Patrons of the University, or on its Chancellors or Vice-Chancellors. The Patron is the Viceroy, and it is right that the University should pay its homage to the representative of the Sovereign. The Chancellor and the Vice-Chancellor render important services to the University, and the degrees bestowed on them are the offerings of gratitude. But the other individuals similarly honoured have also been non-Indians. I do not mean to insinuate by this that they were undeserving of the distinction. On the contrary, none were ever more worthy. But merit in Indians should also be recognised, and that our countrymen are not altogether devoid of it, is shown by the fact that recently two residents of Delhi have had the degree of LL. D. conferred on them by the University of Edinburgh. This would not only be a graceful act on the part of the University, but would greatly tend to promote the study of the Eastern Classical languages and literature, one of the special objects for which the University was established.

It may not be out of place to mention here that the Bombay University has since its incorporation in September 1857 exercised its power of conferring an honorary degree in favour of only four gentlemen, while the Madras University has conferred such a distinction on one individual only, the Reverend Dr. Millar.

*II.—On Section 5, Act of Incorporation.*—Section 5, Act of Incorporation requires amendment. At present if a

Vice-Chancellor has to leave India temporarily during the term of his office no officiating successor can be appointed to him. This has led to irregularity, and it does not look well that the University itself should set an example of breaking the law.

*III.—Election of Fellows.*—The power of electing Fellows has been given to the Senate by the University Act, but it has long been practically deprived of it. The reason, I believe, is that the power was, in some instances, not wisely exercised, the Fellows being influenced in their choice by the solicitations of the candidates and their friends. The punishment was, it seems to me, too drastic. The object of preventing the election of not duly qualified men might easily be secured without overriding the law, inasmuch as the Act makes elections subject to the approval of the Chancellor, who has therefore simply to withhold his sanction in the case of ineligible persons. Or the academic qualifications for a Fellowship might be laid down in the Rules and Regulations, which as rendering direct official interference needless seems clearly the better course.

The power of electing Fellows should, in my opinion, be restored to the Senate, with proper safeguards against its abuse.

(2) Graduates of the University should also be given the right of electing some Fellows. I have no fear that they would make a wrong use of the privilege. They might, for the present, be allowed to elect one Fellow annually.

*IV.—Discussion of certain questions relating to the constitution of the Senate.*—Three questions call for consideration here—

- (a) Should there be a maximum limit for the Senate?
- (b) What should be the qualifications for a Fellowship?
- (c) Should a Fellowship be terminable or permanent?

*Question (a).*

(2) The object of settling a limit to the growth of deliberative assemblies is that they may not become unwieldy, and so interfere with the despatch of

business. This mischief is averted in the case of our Senate by the fact of the Fellows being scattered over the whole province. As a rule, it is only the fellows who reside in or near Lahore who have attended Senate meetings in the past, and who are likely to attend them in future.

This, it may be said, makes the Mufassil Fellows practically non-entities. But, in the first place, every Fellow belongs to some Faculty or other; most Fellows indeed to more Faculties than one. Every Fellow, therefore, has it in his power to influence the deliberations of his Faculty or Faculties either by giving his personal attendance and vote at its or their meetings, or by stating his views in writing on the questions to be discussed, and transmitting them to the Registrar. He can thus both originate measures, as well as express his opinion on what is already before the Faculties. This is not a mere supposition. Instances have occurred in which Mufassil Fellows have by correspondence influenced the views both of the Syndicate and the Faculties to which they belong.

In the second place, all proposals having for their object the making of Statutes, Rules and Regulations under Section 18 of the University Act have to be submitted to every Fellow, resident in India, for opinion, before the same can be submitted to the Senate.

In the third place, no matter relating to any Faculty can be disposed of by the Syndicate, without being first referred to that Faculty for opinion, thus giving its members a fresh opportunity of having their say upon the matter, if it is one falling under Section 18 of the University Act.

Finally, Fellows can vote by proxy at meetings of the Senate.

These provisions give all Fellows, whether living at the capital or in the Mufassil, a potent voice in the Councils of the University, if they choose to exercise their rights, and they can scarcely under the circumstances be called non-entities.

Not only is no limit required for the Senate to prevent its meetings becoming unwieldy (such a result being already impossible), but there is, as far as I am aware, no evidence of there ever having been any desire anywhere to go on increasing its numbers unduly. During the 20 years the University has been in existence, the numerical strength of our Senate has remained practically stationary, it having 135 Fellows now, including the *ex-officios*, against 123 originally. Thus the great majority of the nominations made since 1882, the year of the University's birth, have had for aim merely to fill up the gaps caused by death and retirement.

Moreover, there is an advantage in having no maximum limit, as it enables a specially qualified man, whenever available, to be added to the Senate at once, without his having to wait for a vacancy.

Those who say that the Senate should not consist of more than 30 or 40 members should show what great advantage would result from it, which we have not now.

*Question (b).*

(3) As to the qualifications for a Fellowship, it is provided in Section 6 of the Act of Incorporation that the following persons shall be Fellows :—

- (a) Every person who has held the office of Chancellor.
- (b) All persons holding for the time being such offices under Government as may from time to time be notified.
- (c) Persons whom the Chancellor may appoint by name, as being eminent benefactors of the University or promoters of the movement in favour of the Punjab University College, or persons distinguished in Literature, Science, or Art, or for zeal in the cause of education.
- (d) Persons elected by the Senate with the approval of the Chancellor.
- (e) Representatives of such Native States as may be notified.

Each of these provisions may now be examined to see if it opens the door to any class of persons to whom objection can be taken, or keeps out any whose presence on the Senate is desirable. This is specially requisite as it has been said that in the appointment of Fellows in the Indian Universities educational qualifications are little regarded.

Now condition (a) is not open to objection on this score, though it seems to be of no practical value whatever. The Chancellor being the Head of the Local Government, he can only cease to be Chancellor when he ceases to be Lieutenant-Governor, and retires to England, and from that distance he can do little good to the University. No such provision, it may be added, is found in the Acts constituting the Calcutta and Madras Universities.

Condition (b) relates to *ex-officio* Fellows. Now it is certainly desirable that Government should be adequately represented on the Senate, and the selection of officers for the purpose seems on the whole very appropriate. But the list given includes the Accountant-General, two Commissioners, three Deputy Commissioners, and the Chief Secretary to Government, and it does not appear on what grounds these officers have been chosen. There appears no special fitness in their case. I would in place of these six officers substitute the Chief Commissioner and the Judicial Commissioner of the new Frontier Province, the Commissioner of Pesháwar, and the Assistant Inspector of Schools of the Frontier Province, and abolish the remaining two *ex-officio* Fellowships.

I propose the substitution on the ground that the Frontier Province is unrepresented on the Senate, while it prepares boys for the examinations of the Punjab University having no University of its own.

The Chief Secretary to the Local Government was, it may be added, not a Fellow until 1900.

Provision (c) includes first eminent benefactors of the University, and promoters of the movement in favour of the Punjab University College. Here there is an opening for men of little or no education to get into the Senate. But I see no reason why a Fellowship should

not be conferred on an unlearned man, if he satisfies the condition prescribed. In no deliberative assembly does every member take a special interest in its affairs, or has the capacity for suggestion. Even among men of the same qualifications, some are prevented by indolence or indifference from exercising the power of thought.

The important inquiry, therefore, in criticising the constitution of such assemblies is whether there is provision, under the rules, for a sufficient number of duly qualified men to get into them. If so, that is enough. But in the case of men of the class in question it can never be said that they feel no interest in the affairs of the University, their interest in it is measured by the magnitude of their services.

The latter part of rule (c) provides for the appointment of men eminent for their learning or for zeal in the cause of education. Here there is ample room for placing on the Senate men of the class desired by the reformers, and if we examine the list of our Fellows, it will be found that a sufficient number of persons, able to give a right direction to the operations of the University, has, under this rule, been put upon the Senate.

I now come to rule (d). The number of elected Fellows is, I believe, very small, as the Senate's power of electing members has long been in abeyance. Here there is certainly room for unfit persons occasionally to get in, and, as stated previously, it was, probably, the injudicious exercise of the power in some instances that led to its suspension. This door to favouritism should be closed by the academic qualifications for a Fellowship being clearly laid down.

Provision (e) calls for no remark. The Native States whose representatives are, by this rule, given seats on the Senate contributed materially to the funds of the University, and their representatives are rightly appointed Fellows.

I think, therefore, the complaint that in the appointment of Fellows in Indian Universities educational qualifications do not receive due recognition is groundless so far as the Punjab is concerned.



These, however, are not the only considerations which should guide us in making such appointments, and our law very properly recognises. At the same time, as already admitted, there is under one rule an opening for unqualified men to enter, and measures should be taken to stop this.

*Question (c).*

(4) The last question proposed for consideration in connection with the subject of the constitution of the Senate is whether Fellowships should be terminable or permanent. My answer to this may be gathered from what has been said in reply to the first question regarding a maximum limit to the Senate. In my opinion Fellowships need not be terminable. Instead of making them terminable let notices of Faculty meetings contain full details of the Agenda, with the reasons for each proposal, to enable Mufassil members to submit suggestions on the points to be considered by their respective Faculties.

The same plan should be observed in issuing notices of Syndicate meetings.

I may add that this reform was suggested to the Syndicate long ago, but no heed was paid to the suggestion.

*V.—The Syndicate.*—Our Syndicate exclusive of the Vice-Chancellor consists of 20 members distributed as follows :—

Arts Faculty, 5 ; Oriental, 5 ; Law, 3 ; Science, 3 ; Medical, 3 ; Engineering, 1.

The Syndicates of other Universities are smaller. But I do not think that our Syndicate should, for that reason, be reduced, considering the number of our Faculties, and that no Faculty has an excessive representation on the Syndicate. Nor does it, in my opinion, need enlarging, as all interests seem adequately represented.

The method of appointing Syndics is as follows :—Each Faculty, some time before the month of November every year, chooses its representatives for the year following ; and their election is confirmed by the Senate at a meeting held in that month.

This, as stated, seems unobjectionable ; but no rules are laid down how the election of Syndics in the Faculties is to

be conducted ; and as a consequence, the procedure has often been adopted of proposing from the chair the re-election *en bloc* of the outgoing Syndics. This has prevented the election of new members, especially when the chair at these meetings has been occupied by the Vice-Chancellor, who being generally a high official, people fear to oppose him. The matter was brought to the notice of the Syndicate in 1897, but its reply was that it did not think it advisable to fetter by any rules the choice of the Faculties, as if any body desired this, as if the object of the suggestions made on the occasion was not to secure freedom of choice to the Faculties in a greater degree than was possible under the existing conditions.

It seems to me that the procedure to be observed at the election of Syndics should be clearly defined. Especially the practice of proposing from the chair the re-election of the old Syndics should be forbidden ; and the voting at the election should be by ballot, and not by a show of hands. This is especially needed to save members the unpleasant necessity of voting openly against their friends, should duty require it, and to give freedom of choice to those who hold subordinate positions in the service of the University, and who, under an open system of voting, naturally hesitate to vote against the nominees of their superiors.

The Director of Public Instruction, the Principals of the major Arts Colleges in Lahore, and the Principal of the Medical College might be *ex-officio* Syndics.

*Note.*—If the constitution of the Syndicate is entirely re-modelled, care should be taken that it does not become sectarian.

# INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

Note by M. Crosse, Esquire, M. A. (Cantab.), Inspector of Schools, Lahore Circle, and Inspector of European Schools, Punjab.

THE following points deserve consideration :—

(a) The admission of scholars to the University Examinations from institutions not observing Inter-School Rules. Unless the University supports the Department in this matter, the latter can have no control over discipline.

I suggest—

(1) that schools sending in candidates as *School candidates* be compelled to observe Inter-School Rules;

(2) that scholars from schools not observing Inter-School Rules and private candidates be made to pay double fees.

(b) The question of optional subjects in the Entrance.

(1) At present the University permits *one* optional subject to be taken up, but does not demand a pass in that subject. The effect of this is, that boys and in many cases teachers neglect the teaching of important school subjects on the ground that, being optional, they do not matter.

I think a pass should be demanded in the optional subject taken.

(c) Text-books in English.

The University does not prescribe fixed text-books. The consequence is that the courses fixed for schools are not read with that care and thoroughness they should be, and frequently too little is read, with the result that boys on joining Colleges have not been trained in that accurate and systematic study of the language which is so essential to sound scholarship, and so they are unable to do themselves or their Professors justice when compelled to study fixed books. I suggest, therefore, that text-books be prescribed.



## Punjab.

—  
Note by Lala Sheo Lal, B. A. (Calcutta), Inspector of Schools,  
Mooltan Circle.

1. *Teaching Universities.*—I am not in favour of a Teaching University ; and the Oriental College attached to our Provincial University does not seem, in respect of its utility, to have justified its cost.

2. *Sphere of Influence.*—No University should have a sphere of influence, and no local limit should be placed upon the right to affiliate Colleges.

3. *Constitution: The Senate.*—It would seem expedient to give the Senate a more definite constitution by limiting the number, by prescribing the qualifications of persons to be appointed, and by providing that Fellowships shall be vacated by non-attendance at meetings.

The tenure of Fellowships should be changed by making them terminable after every five years.

At the Senate meetings the Syndicate's proposals should not be adopted as a matter of course without being discussed.

4. *The Syndicate.*—The number of syndics at Lahore as at present fixed is not suitable ; the Aided and Unaided Colleges are not adequately represented, and those in certain Native States not at all.

The Syndicate should also be terminable.

5. *Faculties and Board of Studies.*—Every Fellow must be assigned to one or more Faculties ; recognized Professors and Graduates with Honours in the special subject of the Faculty should be added ; and when Fellows are elected, the election should be by Faculties, not by the general body of graduates.

6. *Graduates.*—I would not empower Universities to confer the M. A. or other suitable degree on recognized teachers who come from other Universities ; and would not allow a B. A. to become an M.A. in Persian or History in which subjects the M. A. Examination should be abolished.

7. *University Teaching.*—To improve the knowledge of English of the under-graduates so as to make them profit by the lectures they attend in Colleges the minimum pass marks in that subject in the Entrance and F. A. Examinations should be raised to 40 per cent.

Compulsory religious education, or provision for a School of Theology, seems to me impracticable in a country like India which is full of innumerable sects and creeds. Article 453 of the Education Code, however, allows, under certain restrictions, religious instruction being given in any Board School in the Punjab out of school hours ; and nothing more than that can or should, I think, be done in this Province, in this respect, at present.

8. *Examinations.*—I would abolish the Middle School Examination. In the Entrance Examination I would make Science compulsory and History and Geography optional ; and replace General Geography by Commercial Geography.

As far as possible, the Standard Examinations of the various Universities should be uniform ; and before appointing any Teacher or District Inspector as an Examiner the Inspector should be asked confidentially if he has any objection to such an appointment. And no Vernacular Teacher ought to be allowed to be an Assistant Superintendent at a University Examination as already suggested, in some degree, in the case of the Punjab, with reference to Punjab Government (Education Department) Under-Secretary's Circular No. 17, dated 12th October, 1889, in Director of Public Instruction's Circular No. 6, dated 2nd March, 1897, which, I do not think, is strictly attended to.

Male Teachers' Certificate Examinations and the Middle Standard Examination of European Schools should also be held by the University.

9. *Affiliated Colleges.*—In these Colleges I would urge the introduction of moral training as a special subject. The improvement and extension of institutions under private managers should be principally taken care of.

The proposed visits, by the Commission, or Sub-Committees of the Commission, to a certain number of Colleges should, I think, include also a visit to the Sádiq-Egerton College, Baháwalpur State, in the interests of sound education in such Colleges.







## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

**Note by Lala Nand Kishor, B. A. (Calcutta), Inspector of Schools, Jullundur Circle.**

3. *Teaching Universities.*—I think it is altogether impracticable that the Universities may also be teaching bodies, as it will be very difficult for them to keep up a staff of Professors or Lecturers.

In one or two branches, such as Law, Medicine and Engineering, which are centralized in one place only, namely, the seat of the University, it will be possible to appoint Lecturers, and in those branches only the University may be a teaching as well as an examining body.

It is not expedient to make a list of recognized Teachers or Professors, as it will greatly hamper the work of Colleges of humble means and aims, as they will not be able to secure their services; but the lowest academical qualification for a Lecturer or Professor must be fixed by the University as a condition of affiliation, in order that men of low qualification and of no educational worth may not be able to find their way into Colleges as teachers, as is the case in several High and Middle Schools under private management in the Province.

4. *Spheres of Influence.*—Each University should have a sphere of influence and a local limit to affiliate Colleges, as it will be difficult for another University to keep an eye on the staff and discipline of a College situated at a distance in another part of the country. Besides, if a College fails to get an affiliation in the local University, it may get it somewhere else which will not be consistent with the rules of discipline. But the standards of examinations of all Universities must be the same, and a graduate or undergraduate of one University ought to have all the privileges he enjoys in all the other Universities.

5. *Constitution: the Senate.*—In my opinion it is useless to have a very large Senate. The number should be limited and the qualifications prescribed. All the members must be literary men, and men of influence also. The Fellowships should not be vacated by non-attendance at meetings, as such a rule will give preference and a chance to local men only, but the tenure of office may be limited to a number of years.

8. *Graduates.*—There is no harm if the University is empowered to confer the M. A. or other suitable degree on recognized teachers who come from other Universities.

9. *Students of the University.*—I am of opinion that when a student has attended a certain percentage of lectures in a College, say 75 per cent., he must have a right to demand a certificate from the College and to be sent up for the examination. Now sometimes certificates are too easily granted and sometimes unnecessarily withheld. In the same way a certain percentage, say 50 per cent. attendance at the lectures of a session, must be the necessary condition for granting a certificate for a College at its discretion.

11. *Examinations.*—Efforts must be made to keep always in view a uniformity of standard by the selection of well qualified examiners. At present sometimes the standard is too stiff and sometimes too easy, and therefore the results generally for each year considerably vary, although the institutions sending and preparing candidates continue as efficient as ever.

12. *Registrar and Staff.*—Yes, the Registrar should be a whole-time officer, and his staff good and efficient, and I think this is the case in our local University.

13. *Affiliated Colleges.*—The rules of affiliation should be so framed that none but efficient Colleges should enjoy the privilege, and the maintenance of future efficiency should also be secured by means of a periodical inspection either by the Education Department or members of the Senate.

With the exception of Government institutions under the same management, it is impossible to secure in India either combined lectures or forms of co-operation in two or more Colleges in the same place.

## Punjab.

---

**Note by Lala Kedar Nath, Head Master of the Municipal Board  
High School, Jullundur City.**

1. It has been the custom in Indian Universities to examine an unsuccessful candidate in the subjects in which he has passed as well as in those in which he has failed each time he goes up to the examination. This would seem to be a hardship to students going up for standard examinations, the passing of which is a *sine qua non* for public employment and for receiving professional education in Technical Colleges. The practice prevents candidates from confining their attention to the subject or subjects in which they are specially weak.

To obviate the too often serious hardship entailed on pupils of Schools and Colleges by the rule in question, it would appear to be necessary to permit plucked candidates to appear at subsequent examinations only in the subjects in which they have failed.

2. The Punjab University admits to the Entrance Examination every one who is able to produce what is called a certificate of good character. No certificate of qualifications is required. Nor has it been considered necessary that a student must pass the Middle School Examination before being allowed to appear for Matriculation. It is not cared in the least whether there is any possible chance of a candidate's passing the examination. The natural result is that students who have left school from a Middle Class, and who have not been studying since either at school or at home, are admitted to the Entrance Examination as private candidates without producing any certificate of qualifications. Such students appearing for the Punjab Matriculation from the North-Western Provinces and Oudh can now be counted, not by tens, but by hundreds. Most of these appear at the Delhi centre of the Entrance Examination.

I should beg leave to suggest, therefore, that all private candidates for the Entrance be required to submit a certificate to the effect that there is a reasonable hope of their passing the examination.

3. It has been noticed that the standard of examinations of the Punjab University has not been uniform or nearly so from year to year. There have been great and sudden fluctuations in this respect. The public naturally desire a remedy for this defect.

4. It would be advantageous to fix a course of reading in English for the Entrance Examination of the local University.

5. The candidates for the Entrance Examination might advantageously be required to explain passages from the English text-book or elsewhere *in English*, instead of being asked to translate them *into the Vernacular*. This would place English on a better footing in our educational institutions.

6. The paper (b) in English in the Entrance Examination of the Punjab University need not be compulsory.

7. The maximum marks in each compulsory subject should be equal.

8. The Examiners for the Entrance Examination should be required to point out the chief defects observed by them in the answers of the candidates in the various subjects, and the University to publish these for the information of the schools concerned.

---

## Punjab.

Note on the Engineering Class of the Punjab University by  
Percy Brown, Esquire, A. R. C. A., Principal of the Mayo School  
of Art and Curator of the Central Museum, Lahore.

IN 1872 His Highness the Mahārāja of Patiala gave to the Senate Rs. 15,000 to found the Patiala-Mayo Readership to be awarded to a deserving student with a knowledge of English or Arabic or Sanskrit or who could translate these languages into English.

In 1873 the Senate opened an Engineering, and Surveying Class and it was then arranged that the Patiala-Mayo Reader should be a selected man qualified to teach this class. Since then the Mayo-Patiala Reader has been the Engineering Master in charge of the Punjab University Engineering Class. In 1889 this class was transferred from the Oriental College to the Mayo School of Art, since which time it has been supervised by the Principal of that institution.

Students who have passed the Entrance Examination of the Punjab or Calcutta University are eligible for admission on a monthly payment of Re. 1.

The course extends over two years, and the final examination is held by the University and is equivalent to the "Sub-overseer" Examination held at the Engineering College, Roorkee.

The average daily attendance for the past five years has been—

1897.	1898.	1899.	1900.	1901.
17	29	41	43	52

The number of students who have  
Examination re- passed the examination  
ults. during the last five  
 years has been--

1897, 7 out of 7; 1898, 3 out of 7;  
 1899, 18 out of 22; 1900, 10 out  
 of 20; 1901, 7 out of 18.

Practically every student who passes  
 the examination obtains  
Employment. employment, the average  
 salary being Rs. 40.

The majority of these young men quali-  
 fy as Sub-Overseers, but any who succeed  
 in obtaining more than three quarters of  
 the marks in the University Examination  
 usually obtain employment as Overseers.

The number of applications for ad-  
 mission to this class is increasing rapidly  
 and the demand for young men who  
 have received the University certificate  
 continues to be steady.

The students who attend are usually  
 inhabitants of places like Gujranwala,  
 Jullundur, Gujrat and places of a like dis-  
 tance from Lahore, and they say that they  
 cannot afford the extra living expenses  
 at Roorkee which is, moreover, far away  
 from their homes.

Personally I do not consider the two  
Improved Course. years course long  
 enough to enable these  
 men to get a really sound knowledge of  
 the work that is expected of them.

They join, many of them, without  
 ever having had a pencil in their  
 hands and in two years' time are turned  
 out as draftsmen. To some of them the  
 drawings for the Public Works Depart-  
 ment are entrusted, and frequently in  
 time they have not a little to do with  
 the designing of buildings erected by  
 the Government.

On this very scanty preliminary edu-  
 cation the engineers and architects of the  
 future are being trained, and an extension  
 of the course to three years and the study  
 of architecture and freehand appears  
 necessary.

This will mean that the control of the  
Control. Engineering Class must  
 still be part of the work  
 of the School of Art. I know of no  
 other institution that could be respon-  
 sible for this part of the Engineer's  
 training.

The accompanying note was the result of a meeting arranged between the Executive Engineer and myself when details of this class were discussed. The matter was not carried further, as this officer almost immediately left the district.

In November last Rái Bahádur Jála Ganga Rám, Executive Engineer, Provincial Division, Lahore, recommended the following changes in the statute of the University :—

(a) In paragraph 7 instead of Lower Division and Upper Division, 2nd Division and 1st Division be introduced.

(b) The final examination should be totally abolished, as we have neither the staff for instruction nor means for holding examination. Moreover, we feel that no private student, however clever, can pass a technical examination befitting him for the rank of Assistant Engineer without going through the regular college course. If these recommendations are concurred in, paragraph 10 should be erased and paragraph 11 be modified accordingly, so as to state merely that the certificate of the First Examination in Civil Engineering will be considered equivalent to the Roorkee College certificate for Lower Subordinates of the Public Works Department.

(c) No objection to special certificates being granted to say "with special qualifications of (i) a Draughtsman and Estimator, (ii) a Surveyor." The former to be given to one who obtains  $\frac{4}{5}$ ths marks in estimating and drawing and the latter to one who obtains  $\frac{3}{4}$ ths marks in Surveying and Drawing.

(2) He recommends further that the University course of studies should be assimilated to that in vogue at the Roorkee College both with respect to syllabus as well as standard.

(3) A teacher on a pay of Rs. 80 rising to Rs. 100 should be obtained from the Public Works Department (services being obtained on loan) and keep a lien on his appointment in the Public Works Department.

This teacher to teach the subjects of Engineering and Surveying.

(4) The present man to remain Assistant Teacher and to continue to get his pay as Mayo-Patiála Reader.

(5) The scholarships to be abolished.

(6) Fee to be raised to Rs. 2 per mensem, half of which should be given to the School of Arts for contingencies.

(7) Examination fee to be raised to Rs. 25 instead of Rs. 16.

(8) The School of Arts should be fitted up with surveying instruments, drawing boards, T. squares, &c., for which an allotment of Rs. 1,000 is required.

---





## Punjab.

---

**Note by P. S. Allen, Esquire, M. A. (Oxford), late Professor of History, Government College, Lahore.**

1. A scheme for a teaching University does not seem to me likely to be successful. University Professors, as distinguished from College tutors, are designed for the prosecution of research and for the very highest teaching in their particular subjects; and their pupils should be, not the undergraduates, but the College tutors, who look to them for guidance and information as to the continual growth and extension of each subject, as a result of study. In the Punjab at present there is practically nothing in the way of research; and until there is something of a *learning* public in the University apart from the undergraduates University teachers are not wanted.

Also, unless the whole system of rules for service under the University is revised, the University could not undertake to employ skilled labour upon any large scale; a body of amateurs with inadequate business experience is not competent to deal rightly with questions affecting the claims of its servants or its own credit as an employer of labour, unless the conditions of its service are more definitely specified than they are at present.

2. The institution of a University Entrance Examination, as apart from a Schools Final Examination, is an excellent proposal to enable the University standard to be raised without putting the schools into a difficulty.

3. To have a three-years course for the B. A., instead of four, and to remove the Intermediate seems to me dangerous. The English Universities adopted the principle of dividing the course into parts, because it was found that with the examinations far distant, it was difficult

to find an adequate incentive for the undergraduate to work during his early terms. The Intermediate Examination should aim at examining on *half* the work of the course, and at leaving *part* behind; instead of being merely a less difficult examination than the final.

4. The proposal for an undergraduates' Fellow seems to me undesirable. There is an instance of apparently democratic government in the Oxford proctors (and Cambridge), who were originally representatives elected by the Arts Faculty and gradually acquired irresistible influence in the government of the whole University; but this character has long passed away and they are now in no sense representative of the undergraduates. So long as the *status pupillaris* lasts, it seems to me wrong to encourage undergraduates to the expression of opinions on matters in which they are keenly interested, but on which they are not competent to form sound judgments.

5. For inter-collegiate lectures there is plenty of room—in the B. A. and M. A. teaching. The number of teachers is necessarily small and their efficiency would be greatly increased, if they could divide the ground to be covered, instead of each one attempting to deal with the whole. I think this system would require uniformity of fees: though I am inclined to think that the diversity of fees, if retained, might urge the Colleges to a rivalry in making themselves attractive, principally by the care taken of their pupils by their tutors, which would be beneficial to all. This would need to be backed up by a strong system of affiliation rules, which would make it difficult or practically impossible for students to bounce to and fro between the Colleges according to their passing caprices.

6. To turn to questions affecting the Government College alone, I think it would be a thousand pities to get rid of pupils altogether, and let it become a merely lecturing institution. In all education the most important side seems to me to be the moral; what a nation requires in its teachers is (1) that they should be strong, vigorous, highminded men, capable of moulding the characters of their pupils by example, and withal intelligent enough to know their own ignorance; and that they should be

learned is only the *second* consideration. Beck's reiteration, that the College tutor is the first Englishman that the Indian boy meets, dwells constantly with me. I am sure it is of the utmost importance that the Government College should continue to act as a sphere of personal contact between Englishmen and young India; important for the stability of the British Raj, and important in a far larger sense for the welfare of India.

7. But learning, though second, is a good second. Standards of education depend inevitably upon the highest; and it is impossible to expect a mediocre level of general education, if the highest education obtainable is little above this level. There are plenty of students in the Province capable of profiting by a good education if they could get it. But at present the Government is wasting much of the money spent on maintaining a high-class staff in the Government College, by making men who are capable of good teaching waste their time on mere pass-work.

To make the Government College more efficient, the numbers should be limited to 100 or at most 120, so long as there are only four Englishmen on the staff. There should be some Entrance Examination, either managed by the College or the University, to ensure the exclusion of sheer duffers; though, with the strong class-divisions that still survive in India, it would be well to make room for a certain number of boys of good position analogous to the gentleman commoners of former days in English Universities. The students should all be resident in the Boarding House; with perhaps an exception for Ruling Chiefs of importance and their heirs. The English Professors should be domiciled near the College; and a system of tutorial supervision should be devised in addition to lectures given, the aim being to promote as much intercourse as possible between Professors and students.

8. To enable the Professors to know their subjects and lecture with the grasp and clearness and certainty that only knowledge can give, the vacations must be increased and in particular *the hot weather term must be reduced in length*. It is sometimes urged that any such extension would be rejected by the

Secretary of State and the Home Government. 30 years ago, when education in India was only beginning, a high standard of teaching could not be expected and short vacations were all that was required; but, with a demand for really advanced education in India the conditions must be changed. In India the opposition to such extension of vacations seems to be based on an idea that it is a mark of virility and good service to spend as much time as possible in the plains during the summer. Such work in the plains is not impossible where the duties to be performed have a practical interest in themselves, promote physical activity and often excite by urgency. But to carry on mere brain-work, with no other stimulus but that applied by the individual sense of duty, is infinitely difficult during a Lahore summer: and Professors ought to be enabled to do their work of learning in the hills. To mitigate the length of the summer vacations ensuing from the proposed change, a system of reading parties might be devised without much difficulty, which would enable some of the students to remain within touch of their tutors during part of the vacation.

It is worth while to point out that the Government College has not been fortunate in retaining its Professors for some years back; and there is good reason to hope that more continuity and greater length of service might be secured, if irksome and unnecessary restrictions could be removed from a service which to many men would otherwise be very attractive.

---

Punjab.

43

Note by Lala Jiya Ram, M. A. (Punjab), Assistant Professor,  
Government College, Lahore.

MEMO.

I.

University education generally proceeds independently of school education ; and school education, without regard to University curriculum.

University differs from University in important particulars ; and the Department of Public Instruction in one province is often ignorant of the doings of the Department of Public Instruction in a neighbouring province.

The result is unsatisfactory. There is a good deal of overlapping of functions—unnecessary repetition—several undesirable gaps—an obvious want of continuity between the school and the college—attended with waste on the one hand, and starvation on the other.

What is wanted is the united wisdom and experience of the educational experts in India to bear on the educational policy and problems of the country. Bring the Universities and the Government Department of Public Instruction into closer touch. Make the Universities move in concert. Constitute the several Directors of Public Instruction into a standing Board of Education ; and insist on their meeting at least once a year to discuss and settle in matters.

Pri to be encouraged ; but it has brought into line with the g and methods of education accepted approved for the whole country. ate enterprise has to be aided, assisted and looked after. To leave it alone to struggle for itself is to place it in obvious disadvantage, which is neither fair to the organizers of such enterprise nor to the community at large.

II.

The educational destinies of the country should be placed in the hands of educational experts. A University Senate should represent the combined scholarship, science, intellect and public spirit of the East and the West. It should consist of persons fully posted in the theory and practice of education and best able to discern and serve the educational interests of the country. Not of men exclusively or preponderatingly of radical views on social, moral, religious or economic reform ; not exclusively or preponderatingly of men of an extremely conservative type of mind, belittling all modern progress and professing a desire to fly back to the ideas and practices of a primitive

age; not exclusively or preponderatingly of men who are devoting themselves to the good of this community or that, regardless of the interests of others; nor again of those who are easily turned off their line of march by the obstinate opposition of some wilful personage or by the clamour of an irresponsible multitude: but of steady, sober, wise and impartial men, capable of formulating a far-reaching and well-balanced scheme, and of giving effect to it in a spirit of enlightened benevolence.

The strength of the Senate should be determined with strict reference to the number and requirements of the faculties. In my opinion the active strength of the several faculties of the Punjab University should never be allowed to fall below :—

25 Orientalists for the Oriental Faculty.

25 Art-ists „ „ Arts „

25 Lawyers „ „ Law „

25 Medic-ists „ „ Medical „

25 Scientists and Engineers for the Science and Engineering Faculties combined.

This would give us a Senate of 125. Let the members be really capable and desirous of serving on two or more faculties, and utilise them accordingly; but no good purpose is served by allotting members to more faculties than one, simply out of deference to their high position or influence.

The Syndicate should be a representative body. It is already so in the Punjab University. It consists of twenty members elected by the various faculties in equal proportions. It is fairly representative of the various classes of colleges in the Punjab. Mufassil colleges are not represented individually.

I do not find the Khalsa Dewan or the Khalsa College, Amritsar, represented adequately on the Senate or the Syndicate. The great bulk of the Hindu community of the Punjab is of the orthodox type. Theirs is an important body of Punjab public opinion and aspirations that call for representation on the Senate. Their dissatisfaction with the existing arrangements in Government, Mission, Arya and other colleges, has embodied itself in the establishment of the Central Hindu College at Benares and the Hindu College at Delhi: they are about to start a college of their own at Lahore. It is obviously necessary that colleges of this class should be directly represented on the Senate and the Syndicate; for, otherwise they are in danger of being looked down upon and injured by their go-ahead critics. In order to provide for the representation of these varied and important interests, the strength of the Syndicate may be augmented to 25.

Fellowships should be made terminable by:—

1. Removal by Government, on conviction in a Criminal Court, and for conduct unworthy of an academician.
2. Resignation by the holder, when owing to old age, accident, continued ill-health, long absence actual or contemplated from the territorial jurisdiction of the University, or other cause, he is unable or unwilling to render regular and efficient service to the University.

Fellowships for a term of years seem to me to be objectionable on several grounds. Some really good men might never seek the honour, for fear of being turned out in case of disagreement with the more influential fellows. Some might prize the honour so far as to care more for the good-will of those with whom rested their re-election or re-appointment than for a sturdy and independent expression of an opinion honestly arrived at though not in agreement with the views of others. The institution of such fellowships is sure to foster a good deal of cringing and canvassing; and to diminish the importance attached to fellowships at present.

Fellowships should be complimentary, but complimentary only of the holders' personal fitness and willingness to take part in the business of the University. A number of donors of the old Punjab University College are fellows of the Punjab University. In my opinion every one of them who cannot personally attend meetings and take part in their deliberations should cease to be a fellow; but should have the right to nominate some one else who can in person so attend and make himself useful.

### III.

Does ■ Teaching University necessarily mean a University which has the provision of lecture-rooms, theatres, museums, laboratories, gymnasia, professors, servants, etc., etc., in its own hands? Can any Indian University, with the present wide sweep of its operations, guarantee to supply the tools, instruments and agents of education of a uniformly excellent quality in sufficient quantity for any length of time? Would University professors reside at the seat of the University, attracting thereto students from all parts of the country and providing thereat everything necessary for their physical, moral and intellectual advancement, or will they go out to reside or tour in

the Mufassil, dragging along with them their chemical and physical laboratories? The magnitude alone of the task would baffle the boldest undertaker. Where would the Universities find the necessary funds? Might not senators and syndics make mistakes in the selection of men and materials? Might not Universities, like commercial corporations, be influenced by considerations of cheapness and thrift? Do those Indian Universities which undertake to teach certain subjects in institutions organized by themselves provide for those institutions teachers and other things of the best available description? The Law College maintained by the Punjab University has always been one of its vulnerable points; even the Oriental College has not been able to secure the services of a sufficient number of Orientalists of the proper order. The examiners for the Middle School Examination conducted by the Punjab University are paid at the absurdly low rate of *six pice* for every answer paper examined.

In my estimation, every Indian University is already a Teaching University in some measure. The University prescribes the subjects and courses of study for all colleges sending up candidates for examination. The character of the teaching is largely moulded by the quality of the examinations. The senate and syndicate consist mainly of men who are actually engaged in teaching the courses and subjects they prescribe. I do not believe any Indian University will be able to provide on the whole better professors than those now employed by Government or Mission Colleges. Where then does the question of a Teaching University, different from the ordinary Indian University, arise? Mainly, in my opinion, in connection with private candidates and insufficiently and imperfectly manned colleges. The remedy is simple, and well within the reach of the University. Do not admit private candidates to your examinations, except under very special circumstances; and do not allow any college to send up candidates for examination, that does not fulfil certain conditions of teaching and organization. Make proper rules of affiliation; provide in these rules for proper teaching; and work the rules vigorously. The idea is abroad that rules of affiliation are meant to circumscribe the freedom of private institutions. It is an unhappy idea, but it has to be borne in mind by those who are entrusted with the making and passing of such rules. For this purpose it seems desirable to make the rules as obviously reasonable as possible. When the rules have been finally passed, they ought to be applied as rigorously as possible to all classes of colleges. If the senate appoints a body to see to the regular and proper enforcement of



these rules, the body should represent the views not of one class or interest, but of all.

Rules of affiliation need not attach much importance to rates of fees charged in private colleges,\* so long as they provide for the qualifications of teachers and the other essentials of a sound education. It ought to be possible for public-spirited but properly qualified Indian graduates to take up the profession of teaching with the object of giving a free or at any rate cheap education to their countrymen. I should not at all enquire whether or not they charged any fee for their services, so long as I was satisfied that there was nothing wrong with the training imparted by them. I should like, however, to add that the employment of a properly qualified Englishman to teach English to the highest classes, should be a *sine qua non* of affiliation. The formation of a list of recognised teachers is a task of great difficulty and delicacy. Will not the same purpose be served by prescribing the qualifications of teachers for all grades of work ?

There is a part of teaching and other work which the University may and ought to undertake in right earnest. Most colleges can manage to teach students up to the B. A. standard ; but the M. A. course in Science, Philosophy and History is beyond the reach of many. So also is the teaching for the Doctor's Degree and research work. Why does not the University undertake this most legitimate part of its work ? The teaching of Oriental languages and literatures, and of Oriental philosophy is left in the hands of poorly paid and partially qualified teachers. Here is another matter which the University could set right without much difficulty. Organize the Oriental College of the Punjab University on more definite lines with a proper professorial staff and let it be thrown open to all Arts Colleges. The University should provide a good library, and astronomical instruments of its own.

Inter-college jealousies prevent our colleges from co-operating in all things and developing *esprit de corps*. But the University could do something to minimise these jealousies and pettinesses. Could not the University organize a club or institute of professors, where they could meet to exchange ideas and amenities and recreate themselves ? Such a club or institute would be of untold value in devising and executing schemes of bringing together the

---

\* The question of reducing the rates of fees in schools and colleges under Government control is earnestly commended to the attention of the Commission. High rates charged in Government and Aided Institutions are directly responsible for the rapidity with which inferior colleges and schools are springing up all over the country to the great detriment of sound education.

students of the various local colleges. Something I am sure could also be done for Mufassil colleges. The Vice-Chancellor and Fellows might hold yearly or half-yearly soirees and invite as guests from local and outstation colleges a certain number of professors and students.

The P. U. S. T. is a fruitful germ, and might do more good than it is doing at present if carefully looked after. Many of the members of the Delhi cricket team spoke bitterly of the arrangements in connection with the last tournament; and one professor of a local college, which collectively is a model of courtesy and fairness, spoke on the same occasion in most disrespectful terms of the influence unduly acquired and unfairly exercised in the arrangements by another local college. Such things ought to put every one on their guard, against all possibility of being misunderstood. Heads of colleges might be encouraged to invite professors and students of other colleges to their clubs, to their "old boys' unions", to friendly tennis matches, and so on.

Boarding Houses and Hostels are an important plank in the college platform. The system requires to be extended, and the arrangements for the supervision to be completely overhauled.

#### IV.

If properly qualified persons were appointed as fellows, with strict reference to the requirements of the several faculties, there would be no occasion for any faculty going abegging for strength outside the body of responsible fellows. It would then be not only possible but imperative to assign each fellow to some one or more faculties.

I like the idea that the faculties themselves should recommend people for fellowships from among graduates in their special subjects.

A list of graduates kept up to date would be very useful for this purpose; but when the general body of graduates is put forward as fit to elect fellows, I begin to have several misgivings. In my estimation nothing could be more incongruous than for a majority consisting of graduates in Arts and Oriental Learning to dispose of the rival claims of two equally matched lawyers or engineers. Even if it were possible to break up the general body into sections representing each a separate faculty, a good deal would be left to chance, to intrigue, to wire-pulling, unless each graduate knew intimately every other member of his section, and were absolutely uninfluenced by extra-academical and non-utilitarian considerations. Is every graduate, because he is a graduate, and before

he has shewn his interest in and grasp of educational problems, to have the right of voting in a matter of such importance? Is it enough to say graduates of five, seven or ten years' standing, which might only mean so many years of drifting away from University life and academical concerns? I desire to see graduates take an ever-increasing part in public business, but under proper safeguards and limitations.

---

V.

It is true that many students begin their University Course without sufficient knowledge of English to profit by the lectures they attend.

Perhaps college professors and lecturers ask too much. They do so most certainly, if they expect that students should be able at once or very soon to follow them closely and easily when they are lecturing on such technical subjects as Trigonometry, Conics, Logic, Psychology, Ethics, Metaphysics, Chemistry, Biology and Economics, especially if these subjects happen to be entirely unfamiliar to the students. They *are* new to all students on their entrance into the University; and they may be new even after two or three years of attendance at college. For what is Philosophy to a third year student but a new and unfamiliar subject, if he takes it up for the first time after passing his F. A. or Intermediate examination? What wonder if such a student, in the midst of others who have been learning Philosophy from the time of their entrance, should seem particularly dull and deficient in English and a drag on the progress of the class as a whole? I pity the professor whose third year class contains several such neophytes. He will probably be blaming the students for deficiency in English. I should sympathise with him to some extent; but I would ask him to have a little patience and to remember that, from the peculiar circumstances of the case, every professor in our colleges is a teacher of English first and of his special subject afterwards.

Having said this much on behalf of the student, I am free to admit that High Schools ought to give us better English than they are giving us at present. Examinations alone will not secure it. The English test in the Punjab Entrance Examination is, I believe, as good as in any other Indian University. Our chief reliance is on a paper of translation from the vernacular into English, combined with essay-writing and letter-writing. Many who pass the examination turn out good students; but there is a considerable proportion of those who get through by *memorising letters and essays that they themselves or their teachers think are likely to be set at the next examination.* What

we really want is, not examinations devised on extraordinarily clever and stiff lines, but competent teachers and competent teaching. At the time I passed my Entrance Examination, the first, second and third masters of the Delhi District School were all Europeans. They and the native masters of those days were well paid; had pensionary rights; and rose in process of time to high offices in the Department and outside. At present even the best school is not manned so well as that. Teachers in M. B. Schools are poorly paid. They have no pensions or offices to look forward to. In private schools the position and prospects of teachers are exceedingly unsatisfactory. In Departmental and Board Schools better teachers should be secured on better and more attractive terms. Private schools should not be aided, affiliated or recognised unless they come up to a certain standard of efficiency and stability.



## Punjab.

---

**Note by Lala Diali Ram, B. A. (Punjab), Director of Public Instruction, Patiala State.**

I HAD an earnest desire to appear before the University Commission and to lay before it my suggestions as a representative of the Educational Department of the State. But seeing that the time the Commission has set apart to examine the Punjab witnesses is so short, I have thought it better to submit a written statement of my views for its consideration. In what follows I give expression to what I have learned from more than 15 years' experience as a Professor. My suggestions and remarks touch the constitution and the working of the Punjab University and the Colleges affiliated to it. I take up and discuss the following points:—

1. Is the Punjab University a teaching or merely an examining body?
2. If it be desirable to turn it into a regular teaching body, how far it is expedient and practicable.
3. The constitution of the Senate.
4. The character of examinations, their evils and shortcomings.
5. The defects of teaching in the schools and colleges.
6. Is religious or theological education necessary?
7. Is it desirable that the University should have a control over the staff and the working of the colleges affiliated to it?
8. Is any age limit necessary for the students appearing in the Entrance Examination?

9. How to improve the moral tone of the student community and to make provision for their physical and moral welfare.

10. The scale of fees in the college.

11. The sphere of University.

1. The Punjab University may claim to be a teaching University only in so far as it professes to maintain a Law College and an Oriental School and College, to which there are some readerships and translatorships also attached.

About the former, I can say only this much that its existence only lately was considered to be a farce: the attendance and the teaching therein were simply nominal. The students were given no legal training there, but had simply to meet once or twice a week for half an hour or so in the evening, have their attendance marked, and then disperse. The so-called college or school was an attendance-taking institution and nothing more. The lecturers did not care whence their pupils came and where they went after the roll-call was over, and in some cases after a few notes were read out to them from a copy. No doubt it is preferable to have a separate Law College to having classes attached to different colleges, but it should have a constitution designed to keep a high degree of discipline, have its own whole-time Principal and lecturers, giving regular legal training for certain hours every day, to make arrangements for the physical and the moral training of the young recipients of law. Steps have been recently taken to place the Law College on a better footing as regards the arrangements for teaching and accommodation of the students, but nothing has been practically done as yet. The University should either maintain a good and regular Law College, with a competent, hence a well-paid, staff, or simply hold examinations and confer degrees, as the other sister Universities do. It is no use spending so much money to no purpose. As regards the curtailment of courses, and the high percentage required of the students, I leave it for better hands to say.

The most important duty imposed upon the Punjab University by statute was the improvement and extension of vernacular

literature in the Province. To serve this purpose the University started and maintained the Oriental College. But, to use the words of Sir Mackworth Young, late Lieutenant-Governor of the Punjab, the University (or the College) has done very little in this respect. The general complaint is that the Oriental College has served none of the objects—the improvement of vernacular literature, the diffusion of western sciences through the vernaculars of the province, and to promote and enlarge the study of the eastern classical languages—for which it was started. The annual cost of the institution is above Rs. 32,000, and this sum has been spent for over 30 years, during which period it has turned out some Maulvis and Shástris, who, from the modern educational point of view, can't serve any useful purpose. From my personal experience I can say that it is really very difficult to encourage the study of pure oriental languages, as there are no worldly temptations or allurements for their acquirement. The Patiala State too maintains a costly Oriental College in its various branches. It costs the State Rs. 4.152, but the results (excepting the work it has done on the Arts side) it has produced during more than quarter of a century of its existence is anything but satisfactory. During the past ten years, *i.e.* 1892—1901, only 27 students have come out successful in the various Sanskrit, Arabic, Persian and Gurmukhi Titles Examinations. The total number on the rolls at present is 35, mostly stipendiaries, and in the pure Arabic section, with all the efforts of the teaching staff, and the inducement of stipends and scholarships, there has been no student on the rolls for the last 7 or 8 years. In the Sanskrit section there are only 21 students, whilst there are 6 teachers. From all this it is quite apparent that it is very difficult, rather unnatural, to promote the study of pure eastern languages, the work being quite against the inclinations of the people. From the modern point of view, therefore, in my opinion, it is not worth while to keep up such an institution. These oriental scholars, if such as are turned out by our Oriental College may properly be so called, can't be expected to promote the cause of education in any way, nor to serve the Education Department in a satisfactory manner. All the objects of the

54  
4

Oriental College may, in my opinion, be secured by the adoption of the following measures :—

- (a) Setting apart some scholarships—to be styled oriental scholarships—for such students who take up the Honours courses in Sanskrit and Arabic in the University Arts Examinations.
- (b) Attaching special chairs of Sanskrit and Arabic to the Government College or the Central Training College.
- (c) Publishing, under the patronage of the University, original works in vernaculars or translations of books in western sciences into the vernacular languages of the province by hope of rewards and purchase of copies.
- (d) Providing attractions for high scholarship in the eastern languages by throwing open the readerships and translatorships attached to the University to those who, along with western languages, have, after reading most of the standard authors, got special attainments in Sanskrit or Arabic.

2. To me it seems to be inexpedient and financially impracticable to have a regular teaching University in the Province. As an alternative, chairs of certain subjects—sciences in particular—under the auspices of the University, may be attached to the Government College and the lectures delivered there, and the laboratory (well equipped no doubt) may be open to the students and the Professors of all the colleges on payment of nominal fees. These chairs should be offered to specialists in the subjects, whose business should be chiefly research (practical), rather than to those who know simply how to teach. It would certainly be advantageous, pecuniarily speaking, to prepare a body of learned Indians at home by giving them State scholarships. Means might be devised to make arrangements for post-graduate education practical, not theoretical.

3. The Punjab University Senate requires improvement not so much as regards the number composing it as the methods followed in its constitution



and in the election of Fellows. The Fellowships are conferred mostly by way of compliment on those who can't, and are never expected to, take any active interest in the cause of education and affairs of the University. The principle of nomination and selection of Senators should be, that there be all workers, no drones. Hence, in future, Fellowships should be confined to those, and only those, who are directly or indirectly connected with education, have distinguished themselves in the University examinations, or have otherwise shown high literary attainments. Persons of the Ráís class, who are mostly marked by their absence, or are known to follow a certain leader in taking up their hands, should be honorary members of the Senate. Only such men should be taken in as have leisure and inclination for the work, can freely give their personal opinion, and benefit the cause of education by their valuable advice. Fellowships ought to be made terminable; habitual non-attendance in meetings and established indifference to University work should be considered to be sufficient reason for the withdrawal of Fellowship. A certain number of Fellowships should be left open for the graduates of ten years' standing. They must be allowed the franchise of election. The Senate should always act in conjunction with the educational authorities of the Province. The Educational Departments of the different Native States should be represented in the Senate to watch their interests. With the improvement of the Senate, insisting on educational qualifications, that of the Syndicate is sure and certain. The Registrar and his Assistant should be whole-time officers, but they should be allowed no votes in the deliberations of the Senate. The rules of appointing a Registrar and his Assistant and the emoluments granted to them should be such as to secure the best possible men for the work,—honest, conscientious, and above suspicion in every way.

4. The Middle School Examination should be stopped. But if its continuance be considered to be necessary, it must in future be conducted by the Educational Department. There should be a Board of Moderators to examine all the question papers before they are sent to the press. Model papers in each subject should be prepared by experts—Professors of distinguished College career—to be sent to the examiners.

There should not be too many examiners of papers, otherwise the standard shall vary. The examiners should be appointed at least one year before the date of examination. Such and only such men should be appointed as examiners as are expected to spare sufficient time for the work. The amount of remuneration allowed should be decent to secure good men. In framing questions due regard should be paid to the time allotted for answering them. Questions should be set from different parts of the book, not only from a certain portion of it. The standards of examinations of the different Indian Universities should, as far as possible, be made identical. Sending up of unprepared candidates should be checked as far as possible, as it tends to reduce the standard of examination, affects the percentage of passes, and wastes the time of the examiners. For this purpose the Principals of the Colleges should be asked to certify in the case of each candidate that in his opinion there is reasonable prospect of his passing the examination he is sent up for. The papers in English should be very carefully prepared and examined. A paper on essay writing and composition should be given the utmost possible prominence. Gross mistakes in grammar should never be left unchecked. In each subject the examiner should see that the examinee has a fair knowledge of English. It is not teaching so much as examining which may be held responsible for the spread of cramming, the main evil of the present-day education. The first and the third year departmental or college house examinations to decide promotion, and the second and the fourth year test examinations should be re-started.

5. The method of teaching followed in the schools and the colleges is the first thing which requires attention at the hands of the Commissioners. It is difficult to realise the despair of the Professors when they are brought into contact with a large and motley class of first year students with very limited ideas and a poor knowledge of English. The reason is that the teaching of the schools is very defective. The teachers think that the ability of a student is to be measured by what he can cram into his memory. Too much stress is laid on book-knowledge, the students are allowed to cram up the words of the book, without

understanding the sense, and they escape through the examination by reproducing the very words, with the result that the University Examinations are no more considered to be a test of a man's intellectual equipment. Instruction, and not education, is considered to be the aim of all teaching. To check all this no books should be prescribed in any subject; only the syllabuses or the points to be taught should be given. The dictating of notes in the class should be disallowed. No text-book of English should be prescribed in the Entrance Examination. Professors ought to go on lecturing to the class, and the students should be asked to bring the subject-matter of the day's lecture reproduced in their own words next day. Remembering the notes given by Professors cultivates the memory rather than the intellect. The method of teaching history and mathematics in schools and colleges is mechanical, simply to serve the purposes of examinations. Progress in mathematics is hampered by the substitution of memory and imitation for understanding. Principles must be considered to be more important than methods and formulæ. But the reverse is the case in our schools and colleges. Definitions and Propositions of Euclid are learnt verbatim, formulæ are allowed to be learnt and used without understanding. Methods of doing sums are justified solely by the consideration that the answer comes right. History is taught like parrots—a method calculated to stunt rather than develop the mental powers. History must not be taught like a text-book, but in a way which may create love for peace and a spirit of healthy patriotism in the students and make them loyal citizens and useful members of society, which is the chief aim of history teaching. This subject is generally considered to be a dry one by the student community, for which the method is to be blamed a good deal.

Europeans, as a rule, make better Professors than natives, particularly in English. But in other subjects the latter have their own advantages. They can enter better into the spirit of their students, know and grasp their difficulties at once. I believe natives are more successful as Professors, even in English, than Europeans in the F. A. Classes. But the best native

scholars, under the present circumstances of low pay and poor prospects, are naturally attracted away to more lucrative professions, and never care to join the educational line. In the case of European Professors only such should be selected as know the vernacular of the students they have to teach. As a rule, students should be given more exercises in essay writing and dictation.

Language and number have, heretofore, been the beginning and end of education in the schools. To these I would like to be added music and drawing. The former to be begun from the Primary and to be continued to the College classes. Commercial and clerical classes must be attached to the High Schools.

Quality rather than quantity must be the chief aim of all education; hence all the subjects need not be provided in every college. Particular colleges should offer special facilities for the teaching of particular subjects.

6. No religious education should be introduced in the school or college curriculum. It is not only inadvisable, but is detrimental to the interests of education, and not free from political dangers, I should say. Unless you have Professors of no religion you cannot have a neutral school of Theology. For Comparative Theology books may be prescribed in the B. A. and M. A. courses of Philosophy.

7. The University should have no control over the staff or the internal administration of any college. No artificial checks should be put in the way of affiliation. If any college is not well-equipped, students being the best judges, for their own interests will at once leave.

I am not in favour of the preparation of a list of recognised teachers by the University, as it seems to be inexpedient and impracticable and may lead to jobbery one day, I am afraid.

8. No age limit ought to be prescribed for candidates for the Entrance Examination. The courses may be remodelled and the number of subjects reduced.

9. To make of the pupil a good citizen, he must be given mental, moral and physical training. In and out of

school or college teacher should care much more to create a healthy moral tone in the students. "All education is, in fact, manners." This fundamental principle should be firmly fixed in the minds of students. The teacher must habitually inculcate and impress it and require them to show it in action. Teacher's labour ought not to be confined almost exclusively to the four walls of the lecture-room; beyond the college hours the students and Professors must meet in informal meetings, where the former may be encouraged to exchange thoughts freely; they should join the students in the meetings of the Debating Clubs, meet them on the play-grounds, and partake in their picnics and parties; so that the latter by contact may gain from their superior culture and character. But I know teachers, nay Professors, who think it to be their sole duty to teach a few pages of a certain book without caring to know even the names of the students, or to look at them.

Good Moral Readers should be specially prepared for the school classes. The University may satisfy itself as to the following points before affiliating any college :—

- (1) The sanitary and moral surroundings of any college.
- (2) Provision for sports.
- (3) The provision for well managed and well supervised boarding houses or hostels for the students, in which arrangements should be made to exercise a moral influence over them. For Mofussil students residence in the boarding house may be made compulsory.

All the colleges must be required to send up their teams to compete in the University Athletic Tournament.

The Professors and students of different colleges must every now and then meet in friendly meetings. A College association may be formed with the Principal of the Government College as the President and the teaching staff and the students of different colleges as members. Such meetings are sure to produce a healthy spirit of emulation in the Professors and the students.

10. The existing scale of fees in the Government and the Aided Colleges is too high. The Private Colleges should not be forced to levy a certain amount of fees: this should be left to their discretion.

11. Each University should, in affiliating colleges, work in its own sphere. They may continue admitting (under the existing rules of special permission of the Syndicate) candidates who have passed the examinations of other recognised Universities.

PATIALA: }  
*The 10th April 1902.* }

---



## Punjab.

### Note on the Punjab University as a Teaching Body by the Hon'ble Rai Bahadur Madan Gopal, M. A. (Calcutta), Barrister-at-Law.

It would serve no useful purpose to trace the history of the controversy which reigned in the thirties between the supporters of Oriental learning on the one hand, and the advocates of English education on the other. This discussion was set at rest in favour of the latter by Lord Macaulay's celebrated minute, which was adopted by Lord William Bentinck's Government in its Resolution of March 1835. It was decided that English education was the superior medium of instruction; that instruction through the Vernacular would be far more confined and less effectual; that English alone was the key which would open a world of new ideas and new thoughts, and that, in addition, it would have the desirable effect of assimilating the English and the Indians; of enabling the English to look into the conduct and details of public business much more expeditiously and effectively. The Panjab was at this time under the *régime* of Maharaja Ranjit Singh. When after the troubles of the Mutiny the attention of Government was drawn to the education of the people of the new Province, two Colleges were established in 1864—one at Lahore, and the other at Delhi. The first Principal of the Lahore College was Dr. G. W. Leitner, who had before his appointment served as Interpreter in the Crimean War, and held the office of Assistant Teacher of Arabic in King's College, London. In 1865 he founded the Anjuman-i-Panjab with the object of reviving the study of ancient Oriental learning and of diffusing useful knowledge through the medium of the Vernaculars. He put no mask on his dislike of English education, but whilst he was powerless to stop its **advantage**, he insiduously broke its back by urging that national feeling and the requirements of the country had been completely ignored under the system of State education that prevailed and that indigenous educational seminaries had perished. To a strong personality, a great capacity for winning over weak and indolent men to his view of things, unceasing industry and application to the cause which he had embraced, Dr. Leitner combined great influence with the Executive authorities; and when he appeared time after time with well-dressed Raisas as his followers, and urged his views as theirs, the ramparts of opposition were overthrown and the path made clear for him. The movement for an Oriental University was started with the object of arresting the progressive state of decay in Oriental languages and to create a Vernacular literature. He strongly urged that the number of learned Maulavis and Pandits then existing was very limited, and the circle of learning, even among those who still devoted themselves to it, considerably contracted, and he aimed at the revival of letters by giving encouragement in stipends and scholarships to members of literary families—thus giving an incentive to study and literary exertions. Sir Donald McLeod, who was then the Lieutenant-Governor of the Province, did not go quite as far as Dr. Leitner. He thought that with the extension of English education, the facilities for transfusing into the languages of the country the knowledge, literature and science of the West had practically increased, but unless some specific action be taken and some really effective stimulus applied the process will be slow. He therefore advocated the diffusion of useful knowledge through the medium of the Vernacular by encouraging the translation of works of literature and science—in short, to create and extend a Vernacular literature. It was not his intention, nor of Sir Charles Aitchison, Mr. Arthur Brandreth and other English administrators of the time, who helped in the foundation and success of the movement, to establish a seminary which would help to load the minds of youth with grammatical niceties and metaphysical distinctions, of little or no practical use to the possessors or to the community. They aimed at something very different. To use the words of Sir Donald: "What is aimed at is to promote the study of Oriental languages in a systematic, enlightened and critical manner. Proficiency in Arabic or Sanskrit combined with a *thorough* acquaintance with English shall be a *necessary* condition for obtaining the highest honours of the Institution." And, again, "without a large admixture and infusion of European literature and science with Oriental studies the object in view will not be attained." So that what Sir Donald and the English Committee advocated was the revival of ancient learning and the perfection of the Vernaculars, not at the expense of an English education but with it, and, as it were, under its auspices, enabling the latter to cure the imperfections and deficiencies of the former. It was in pursuance of these views that the Government of India sanctioned the establishment of the Lahore University College; and the special objects of the College were specified to be—

- (1) To promote the diffusion of European science, as far as possible, through the medium of the Vernacular languages of the Panjab, and the improvement and extension of Vernacular literature generally;
- (2) To afford encouragement to the *enlightened* study of Eastern Classical languages and literature; and

- (3) To associate the learned and influential classes of the Province with the officers of Government in the promotion and supervision of popular education.

While these were the special objects of the Institution, it was at the same time declared that every encouragement would be afforded to the study of the English language and literature; and in all subjects which cannot be completely taught in the Vernacular, the English language would be regarded as the medium of instruction and examination. In pursuance of these views, the Panjab University College entered upon its existence. As a College it was allowed to grant diplomas and certificates, but not degrees. The theory underlying the foundation of the Institution was good, but the small educated class that then existed in the Province looked with grave misgivings on the utility of the proposal and doubted whether it would be rightly worked. It was felt by them that the study of the Classical languages, though valuable for the rich stores of information contained in their literature, was really a check on the diffusion of knowledge,—real, practical, useful knowledge,—which the nations of Europe had carried to a degree of perfection that had raised them above the inhabitants of other parts of the world. They were of opinion that India could not be raised by inducing young men to consume a dozen years of the most valuable period of their lives in acquiring the niceties of grammar or the recondite doctrines of metaphysics. They were for discouraging such frivolous learning which had the effect of keeping the people in ignorance of real knowledge. Being, however, in a small minority, they thought it was hopeless to press their sentiments on the notice of Government.

Under these circumstances, with the ostensible object of teaching the Oriental languages upon *modern principles*, the Oriental College was established in 1870. When the Lahore University College was incorporated as a University in 1882, its distinguishing object, as compared with the older Universities, was declared to be that it was to be a teaching body and not merely an examining one. Its teaching functions are confined to the Oriental College and the Law School. Let us now examine what has been done during the last thirty-two years—more than a generation in the life of a people—to realize the hopes and aspirations of its founders in this distinguishing matter.

It must not be forgotten that Lahore was at no time in the history of Oriental Literature one of the places famous for its Pandits or Maulavis. It did not possess the renown of Benares in Sanskrit learning, nor had it ever enjoyed the fame of Delhi, Deoband or Agra in Arabic scholarship. It was, however, hoped that, being the capital of the Province, people from all parts would be attracted to it. To a certain extent this has proved true. Students have come, but simply because the means of subsistence have been placed within their reach. The College established here is *ironically* called the *Rotial* College, because students resort to it for their *roti*, and unlike Arts Colleges, which are resorted to for the sake of the learning that is imparted in them and where students pay high fees for that learning, the Oriental College is filled with pupils who attend it because handsome stipends are offered and no fees exacted. The nominal fees which are shown in the accounts consist of small amounts, which are deducted from the monthly stipends paid to the students. During the last 32 years the Oriental College has swallowed about twelve lakhs of rupees. With what results?

- (1) Has it been successful in furthering a critical and systematic study of the Classical languages? Have new methods of teaching—new facilities for acquisition of knowledge—been devised or suggested?
- (2) Has the College sent out *alumni* in the Indian world who have secured a name and fame by their linguistic acquirements; who have shed lustre on their *Alma Mater*; who are looked up to with respect and esteem by teachers in indigenous institutions in towns in Upper India?
- (3) Have the students of this College shown that they have usefully employed their time by writing original works showing research in the domain of Oriental studies or even valuable *compilations*?
- (4) Have any efforts been made to translate works of European science and literature into the Vernacular?
- (5) Have the passed students distinguished themselves in any branch in life? Have they proved that they are capable of giving such instruction as would be useful to their pupils in after life, as would rectify and improve their habits and morals, acquaint them with the known truths of nature and science, and engender in them nobility of principles and elevation of idea?
- (6) Have they shown any scholarly activity at all, beyond serving as Masters in Anglo-Vernacular Schools?



- (7) Has the Collège been successful in instilling in the minds of the Panjabis a desire to pursue Oriental knowledge in the same way and to the same extent as Arts Colleges do, and have done, with regard to English education; *without the bribe of stipends and scholarships*? The fact is that out of 72 students in the College, over 50 receive handsome stipends, and more than half of those in the school are supported by bounty. It is thus manifest that a very large number attend this Institution because they find their bread provided for them on easy terms. The policy of feeding these hungry mouths seems to be very questionable. As regards the proficiency and learning of the students of this College, one remark may be made by way of example—that, notwithstanding the fact that the Institution has been in existence for 32 years, yet whenever the office of Head Pandit or Head Maulavi has fallen vacant, the authorities have been compelled to go outside in search of a suitable teacher. The Institution itself has failed to supply the requisition.

I have put a number of questions *supra*, and it is by answers to them that the utility and existence of the Oriental College can be justified. I say, without fear of contradiction, that the answers to all the questions must be in the negative; and as far as my information goes, I am in a position to say that there is very little to show for the large outlay that has been made. In point of fact the income that is made from Arts Examinations has been in times past, and is now, devoted to keeping and maintaining this useless Institution. The University starves its Examiners, or gives small dolefuls to them; is unable, for want of funds, to do anything by way of patronising Vernacular literature; is perfectly helpless in the matter of awarding authors; and, generally, has not done anything to create and extend a Vernacular literature. As regards the thorough worthlessness of the College, one test will suffice. Stop the stipends and scholarships, the bribes and the bounties, and to-morrow the students will cease to attend, the benches will be found empty and the teachers without students, and the teachers themselves will fail to find livelihood elsewhere.

This is the evil. What is the remedy? What was aimed at was the *enlightened* study of Oriental languages after modern methods. This can only be available to students who have a thorough acquaintance with English. Only graduates in Arts having the advantage of sitting at the feet of English Professors in Languages, Science and Arts are competent to extend and improve the Vernaculars and to critically study Oriental languages. All our efforts should be directed towards encouraging them; and not this ignorant and beggarly class that now pampers on money rightfully belonging to others and of which they are robbed. I say that it is only graduates in Arts that can do anything useful. It is they only that are competent to discriminate and propagate the science of the West among the people, that can take a prominent lead in the future progress of the nation by placing facilities for acquiring European knowledge by means of translations of original works, of lectures delivered and essays read before European Societies and literary bodies, and stimulating inquiries in India and helping European Societies in their valuable investigations. It is only they who can polish up the treasures of the East. It is they who know English and have cultivated it strenuously that can make themselves useful—only they have access to the richest stores of modern thought and knowledge, and it is they alone that can combine the East and the West and create a literature which is the need of the land. The fact is that the original objects and aims of the Panjab University have been forgotten, and vast sums of money simply squandered on unworthy and useless objects.

So far as to one of the functions of the Panjab University as a teaching body. Let us now take a bird's-eye view of the Law School—the only other Institution maintained by it. So long as Dr. Leitner was at the helm of affairs, this Institution received very scant treatment. When Sir William Rattigan was appointed Vice-Chancellor he increased the number of teachers, and during the Hon'ble Mr. Tupper's incumbency the school has been raised to the status of a College and a European Principal imported from England. But the study of law is now at a discount. Young men find that the field is so congested that there is not room for more, and consequently the attendance at Law lectures is falling off. I think, instead of having permanent teachers, or *quasi-permanent* as is now the case, it would be a better plan to advertise for lecturers on given and specified subjects, as is done at Calcutta in connection with Tagore Lectures. Say, for example, 24 lectures were required on Contracts. An award of Rs. 2,000 or Rs. 2,500 should be offered to the best qualified of any applicants who may offer themselves for the office—the selection being made from the specimen-lectures that they would be required to submit, and on other grounds. In this way we could secure better tuition. At the end of the course, these lectures should be printed at the expense of the University and be of use ever afterwards. This would have a double affect—substantial and useful teaching—and less expense. During the last 32 years lecturers have come and gone, leaving nothing substantial behind. Not a single series of lectures has been found good enough to be published; indeed, some seriously doubt whether lectures are delivered at all, or any trouble taken to facilitate the work of students by collecting materials from various authors and reports and presenting it in a compendious form.

While maintaining a Law College at Lahore, the University practically arrests and cramps the study of law by persistently refusing the Mofussil Colleges to open Law classes for the benefit of their students. In every other Province every College has its Law class. The Panjab University makes a monopoly of the teaching of law and will not allow a Law class to be opened elsewhere. Rivalry and competition, which often prove very wholesome, are choked out altogether, and students from long distances have to come to Lahore to pursue their legal studies. In this the University has shown a narrow-mindedness, which is not much to its credit.

These two distinguishing features of the Panjab University being eliminated, in all other respects it runs in the same groove as the other Indian Universities. Like them, it holds examinations and grants degrees in Arts, Law, Science, Medicine and Oriental learning. It is in connection with its distinguishing features that it has been my aim to invite attention to it; and I shall consider myself amply rewarded if this article will arouse discussion and tend to establish the University on the lines which its founders had in view.



Note by Lala Lal Chand, M. A. (Calcutta), Pleader, Chief Court, Punjab,  
and President of the Managing Committee of the Daya Nand  
Anglo-Vedic College, Lahore.

**Suggestions on points to be considered by the Universities' Commission.**

1. TEACHING UNIVERSITIES.

The Punjab University is already a teaching University to some extent. It organises teaching provisions for two institutions, viz., the Oriental College and the Law School. I have personal experience of the Law School having acted there as Assistant Law Lecturer for over 13 years. My own experience is that the connection of the University with the Law School so far as any direct influence is concerned is only nominal. The University appoints teachers, disburses their pays, receives fees and annually prescribes the courses of studies. All this might equally be done by a private or government institution with the exception of prescribing courses of studies, a function which really appertains to the University as an examining body. Latterly, a greater supervision is exercised over the Law School by the appointment of a Law School Sub-committee under the Law Faculty. But even now hardly any change towards the exercise of any special influence as a teaching University is perceptible.

From the nature of the things it cannot be expected that the members of the Law School Sub-committee who are otherwise fully engaged can take any more direct interest beyond attending meetings of the Sub-committee when convened by the Secretary. Nor I think would it be of much use if they took more interest and intermeddled with the internal work and arrangements of the Law School.

In my opinion the whole thing depends upon the staff and if a competent staff were to constitute itself into a Board and hold its meetings regularly at some intervals to consider the effect of measures and the changes required from time to time, some beneficial results might possibly ensue. I consider, therefore, that so far as the Law School is concerned the Punjab University as a teaching institution has not produced any special results beyond what might have been the case if the Law School had been a Government or a private Institution.

On the other hand, I think it would be more useful and preferable if the Affiliated Colleges were allowed to maintain Law classes, as I believe is the case in other Provinces, but subject to the condition that the teachers appointed be such as are recognized and approved of by the University. I would therefore limit the teaching function of the Punjab University so far as Law School is concerned to the power to recognize and approve of the teachers employed. This arrangement I apprehend would also solve some of the difficulties now experienced in connection with a whole time attendance at Law School and several other cognate matters. Under the arrangement proposed the teaching of law would form a branch of the College instruction in the same way as any other special subject and thus on the whole a healthier and better influence would be exercised over the students and their studies.

(2) I have no personal experience as regards the Oriental College beyond what is attained by my position as a Fellow of the Punjab University.

The Oriental College has so far an advantage over the Law School that the Registrar of the University is also the Principal of the College but it is difficult to say that the University as a body has exercised any special influence over the Oriental College as a teaching institution. The Oriental College and the Govt. Arts College both carry on their work in the same building, the one embodies and represents the teaching function of the University, the other is subject to the University only for examination purposes, yet it cannot be maintained that the Oriental College any way has produced better educational results than the Government College even making due allowance for the difference in the subjects of the studies. The comparison would, I believe, be more favourable to the Government College than the Oriental College.

With such experience then of the teaching functions of the Punjab University both as regards the Law School and the Oriental College, it can

hardly be maintained that the sphere of the Punjab University as a teaching University should be extended to the Arts Colleges. It would rather require to be curtailed than extended.

Moreover, a good majority of the Arts Colleges in the Province, aided as well as unaided, are more or less connected with religious Institutions and were founded with the special object of promoting and fostering religious and philosophical classical literature. The teachers of these Institutions are appointed not solely on considerations of academical distinctions or of having received special training for the art of teaching, but also with due regard to their position and character as religious teachers and moral preceptors. They would be largely out of place in any scheme for constituting the University as a teaching University with fixed rules as regards qualifications and remunerations of teachers. It would, therefore, unnecessarily and prejudicially interfere with the legitimate scope and operations of all such institutions, if the teaching functions of the University were to be extended to the Arts Colleges either by appointing teachers and lecturers or by providing that instruction in the Colleges should be received only from teachers appointed by the University.

But while I consider that the University should not enter on any competition with Government and private Institutions so far as pre-graduate instruction is concerned, I think the University would very usefully employ its teaching functions if it were to provide for a higher class of instruction for the M. A. degree in subjects other than the classical languages, and were to establish Fellowships for a limited period for special study in any of those subjects after obtaining the M. A. degree. These are matters beyond the capability and scope of private institutions and one Government Institution can hardly make adequate provisions for all the different subjects. The University would confer a real boon on the country if it were to employ its resources in this direction either exclusively or by way of supplementing the Government provisions in the matter.

## 2. SPHERES OF INFLUENCE.

It seems advisable to place territorial limits upon the right to affiliate Colleges in order to maintain discipline as well as to prevent preparations for a double course of study, which in the long run is detrimental both to the mental and physical aptitude of the students. But where the degrees conferred by a University be different, no territorial restrictions ought to intervene. For instance the Punjab University might examine students from the United Provinces of Agra and Oudh for Oriental degrees and not for the Arts and Law degrees.

## 3. CONSTITUTION OF THE SENATE.

The constitution of the Punjab University Senate is enacted by Section 9 of the Act of Incorporation. Section 6 clauses (a) (b) (c) and (d) provide for the nomination and election of fellows. Nominations have hitherto been made under clauses (a) and (b). The actual provisions of these clauses seem to be faultless, but it cannot be said that their wording and spirit has generally been kept in view in making the nominations. Hence has followed the result that some of the gentlemen nominated under these clauses have never been even once present at the meetings of the Senate or have otherwise helped the University.

Clause (c) relates to elections by the Senate, but this provision has remained in abeyance for several years back.

Clause (d) refers to the representatives of such Native States as may be specified by the Local Government.

On the whole I think clauses (a) (b) and (c) should remain intact but clause (d), as at present enacted, should be repealed and in lieu thereof two new clauses (d) and (e) be substituted and added, giving the right of election to the Affiliated Colleges and Graduates of certain standing.

The scheme that I would thus propose would be as follows—.

**Total number of Fellows both nominated and elected**

To be nominated by Local Government under clauses (a) and (b)—100.	
To be elected by the Senate under clause (c)	30.
To be elected by the Affiliated Colleges	10.
To be elected by graduates of ten years' standing in the case of B. A.'s and five years' standing for M. A.'s	10.

Any vacancy occurring under any of these clauses to be filled under the same clause. The nominees and elected under clauses (a), (b) and (c) to hold office for life, subject to removal under section 8, while those elected under clauses (d) and (e) to hold office for five years being re-eligible for election.

No other qualifications and limitations require to be imposed.

#### 4. THE SYNDICATE.

The number fixed at present for the Punjab University Syndicate seems to be suitable, but some provision might be made for securing a proper representation of the Affiliated Colleges in the Syndicate.

#### 5. FACULTIES AND BOARDS OF STUDIES.

The present rule by which every Fellow is assigned to a Faculty should remain. This is necessary in order to keep alive their interest in the University affairs. But the Faculties should be split up into Sub-Committees for the various subjects of Examinations so that there be a separate Sub-Committee for each subject. The Faculties may with advantage consult, on occasions, the recognised teachers and graduates of whom a list should be maintained, but it is not necessary to go any further. Boards of studies, as now constituted, are unnecessary. Their powers should be exercised by the Faculties or Sub-Committees of the Faculties constituted from time to time.

#### 6. GRADUATES.

A Register be kept as suggested.

#### 7. STUDENTS OF THE UNIVERSITY.

Very much cannot be achieved in the direction of fostering genuine University life even in the great towns for the simple reason that the spheres of influence and jurisdictions of the Universities here in India are too extensive to create any genuine and active desire to belong to one University rather than the other. All the Universities are modelled on a uniform pattern with very little to distinguish one from the other excepting the territorial limits, and these are too vast to create any sentiment of unification. It seems hardly possible to foster a genuine University life in the students without some incentive to make them feel that they are parts and parcels of an Institute which has some distinguishing feature of its own to attract attention and sentiment.

Something, however, might be done in this direction by having a common University Lecture-room for occasional elucidation on some interesting and novel subject of philosophy, science or literature.

Instituting tournaments for physical games is another step in the same direction and so also if a common University Club for discussion and debate on scientific and literary subjects and occasional recreations were established. Another method would be to award prizes for competition in essay-writing among the Affiliated Colleges.

#### 8. UNIVERSITY TEACHING.

I have already expressed my opinion that the University, although as a mere examining body, does not exercise any special influence over the teaching conducted in the Colleges.

The teaching in the Colleges is, however, most directly affected by the courses of studies prescribed by the University for the various examinations. In fact as far as teaching is concerned the Colleges perform only a subordinate function.

They are tied down by the courses prescribed and if the results are not satisfactory it is due as much to the defective teaching of the College Staff as to the unsuitable courses prescribed by the University. The result, however, of the present system is not so bad as it is sometimes painted to be, though it admits of considerable improvements.

But the improvements, in my opinion, would not be made by raising the pass percentage or prescribing more difficult text books. All such attempts would, I think, result in retarding the general educational progress of the country by deteriorating both physical and mental development. As in the case of weak patients health and vigour can not be restored or improved by prescribing and administering large doses or complicate medicines, similarly the educational talents of any people can't be improved by raising high the standard of pass or prescribing more work than can be easily and properly digested and assimilated.

The standards for pass, as now prescribed, are sufficiently high and require no further increase or extension. But the true way to improvement lies, in my opinion, in making careful selection of Text books and limiting their numbers.

It is a question of some difficulty as to whether any Text books should be prescribed at all and if so by whom viz whether by the University authorities or should be left at the option of the Principals and heads of the institutions. But there seems to be no doubt that considering the present limited educational qualifications of the people of this country, the results would be wholly unsatisfactory, if not disastrous, if no Text books were prescribed at any rate for the lower examinations.

The Punjab University tried this experiment for a time but has had gradually to abandon it as not suited to the circumstances of the country.

According to the existing Regulations of the Punjab University, no Text books are prescribed in English for the Entrance Examination, though Text books are prescribed for the higher examinations including the M. A., degree, and yet it can not be said that the Entrance passes here are any way better than their compeers elsewhere. In my opinion the want of Text books in English for the Entrance standard is the real cause why the students, as is complained, who pass the Entrance examination do not possess sufficient knowledge of English to profit by the lectures in the Colleges. The Regulations for the Entrance examination prescribe written papers for translation and composition. Since some time it is compulsory to pass in the composition paper. But the remedy so applied for raising the standard of knowledge of English in a student appearing in the Entrance examination is only superficial. Students who have been trained by teachers to make translations and to write English composition more or less correctly do not possess the necessary training to understand and grasp properly the standard authors whose works are prescribed for the higher examinations, nor have they the capacity to follow intelligently the lectures delivered on such subjects as History and Philosophy.

In my opinion the true remedy lies in prescribing select Text books. As a matter of fact, Text books are prescribed for the Classical languages, and there appears to be no reason why a different policy be adopted in this respect as regards the English language. By reading the works of standard authors, a better and deeper knowledge of the English language would be acquired than can be obtained by mere exercises in translation. At any rate, I apprehend that the students would by this method be better trained for the work they have to go through during the College career.

But I am further of opinion that the Text books prescribed should be of limited dimensions.

It is a great mistake detrimental to the acquisition of deep and sound knowledge to prescribe too many Text books which the student is hardly able to skim through in the course of two years ordinarily allowed for preparation.

I am strongly convinced that the greater the time spent on studying a limited portion, the better is the result. It trains a habit of concentration of attention and leaves more lasting impressions as regards both sense and style than if a larger quantity were to be run through hurriedly.

The evils of cram would also be greatly checked, if not altogether obviated, if the task set before a student be but of a limited quantity suited to his mental capacity and power of digestion. In such cases the mind would act freely and at ease, without being crippled by the weight and force of anxious solicitude and hurry to run through a large quantity of work.

As an antidote for the present evil consequences of education, both physical and mental, I would, therefore, propose that Text books be prescribed for Languages, History, and Philosophy through out from the Entrance to the M. A. Examination but their number and class should be so limited and varied as to allow students of ordinary talents to grasp their sense and style without undergoing unusual and extraordinary effort. Some of the remarks made here apply even with greater force to Sanskrit as a subject of examination. From a variety of circumstances not necessary to mention, the knowledge of Sanskrit, speaking, generally, is at a low ebb in this province, and to make matters worse there is no teaching in Sanskrit worth the name till after passing the Middle School Examination. And yet it is expected that students who practically begin their study of Sanskrit after the Middle School examination shall be able to study and understand the Rigveda in the course of four years just after passing the Intermediate examination. For portions of Rigveda are prescribed in the B. A. Examination as a Text book in addition to some other difficult works on poetry and prose.

It is true that students do manage to pass, but this is done simply by dint of translations and commentaries which are committed to memory. The result is that graduates pass out of the Colleges with a very poor knowledge of Sanskrit even much worse than their knowledge of the English Language.

And as if to make the poverty of knowledge still more poor no proper knowledge of the Sanskrit Grammar is insisted upon in any examination as if it is possible to learn Sanskrit without a proper and thorough study of its grammar.

Further, in prescribing the courses care is taken to make the students acquainted with general literature, but so far as Sanskrit philosophy is concerned wherein lie deep buried its richest treasures, it is passed over as not worth the attention. No wonder, then, that the students do not feel any attraction for maintaining and improving their knowledge of Sanskrit in after-life, when nothing is really done during the College career to cultivate a taste for it.

The number of subjects as at present prescribed by the Punjab University is, in my opinion, fair and errs rather on the side of smallness than excess. I think it would be more useful if the number of Text books prescribed for the English language in the B. A. examination were reduced by half and another subject such as History or Philosophy added as a compulsory subject at least for the A course.

## 11. EXAMINATIONS.

The appointment of examiners in the Punjab rests with the Syndicate. But practically this work is done by standing Sub-Committees whose nominations are usually sanctioned by the Syndicate. Practically, therefore, the appointment of examiners rests with the Sub-Committees. There is no objection to this procedure, though it seems desirable that occasionally changes be made in the personnel of the Sub-Committees, to prevent stagnation and monotony.

In case the same members continue there would be less chance for effecting changes in the examiners, a step that seems desirable to take occasionally.



As regards the examiners appointed for the higher examinations, the usual practice is to appoint examiners from outside the Province. This is so far good.

Model question papers are prepared by the University as guides to the examiners for setting question papers and this is all that can in my opinion be safely done in this direction.

The appointment of moderators is not feasible here, and might militate against the practice of appointing examiners from outside. It is altogether unsuited to the limited educational progress in this province, and, if followed, will result in more harm than good.

The looking over papers is checked here by appointing Head examiners where more than one examiner is appointed to look over the answer papers but in other cases the whole thing rests with the examiners. There is no check so far if an examiner performs his duty carelessly or perfunctorily as might occasionally happen.

It is a most difficult question in connection with the whole system of examinations how to obviate any chance of injustice to the examinees by the neglect or carelessness of the examiners. Obviously the final valuation of the papers must rest with the examiner who is chosen for the purpose, and it would be altogether demoralising if students who failed were to be permitted to challenge the results and ask for re-examination.

Still to obviate all chances of injustice as far as possible it is, I think, the duty of the University to devise some means to remedy the evil where it be, and I think it would only be just if a provision were made authorising the Syndicate or the Faculty on a complaint made by the Principal of a College supported by the professors concerned in the particular subject, to look into the papers of a failed candidate for the purpose, if it thinks fit, of remitting them to the examiner for re-examination.

I fully believe that no such complaint or reference would ordinarily be made by the Principal of a College, unless there were very substantial grounds to support it, and in nine cases out of ten he would considerably hesitate to make the reference at all in the interests of his own prestige and of his College.

The method suggested here is not altogether new or an innovation. The Board of Studies has occasionally in cases of generally bad results in a particular paper remitted papers to the examiners for re-examination and, unless I am mistaken, on one or two occasions even on requests of private individuals answer papers were looked over to see if the complaint was well-founded. The suggestion I make only formulates a regular provision under certain restricted conditions, and in conformity with the practice already acted upon to some extent in the University. It would form but a supplementary provision to the rule already adopted by the University that the papers of a student who passes in the aggregate but fails by five marks in a compulsory subject should be sent to the examiner for re-examination.

This rule is alleged to cause delay in publishing the results and to throw extra work on the office and the examiner sometimes even fruitlessly. I would, therefore, suggest that on the whole it would be better to award grace marks in cases provided for by this rule. Without meaning any disparagement to the examiners, and I myself have acted as an examiner for several years in the Preliminary Law examination, I feel bound to say that in subjects like Languages, Philosophy, History and Law, it is hardly possible to value a paper so correctly, and exactly as not to admit of a difference of five marks on the whole paper. I think, therefore, that it is really good grace and justice to allow a student to pass when he has failed by five marks in one subject and has passed in the aggregate.

The necessity for giving grace marks on re-examining the papers in certain cases can, however, be avoided, if students who fail in one compulsory subject and pass in the aggregate are allowed to re-appear next year for examination in that subject only. There are certain difficulties connected with the practical carrying out of this proposal, but these, in my opinion, are



not insuperable and it is hardly necessary to refer to them in any detail as long as the principle itself is not accepted. But whether one remedy be adopted or the other there is no question that something has to be done to avoid the results of undue severity, carelessness or a perfunctory performance of his duties by the examiner where there be such cases. It would probably be said that the proposals suggested by me viz. the re-examination of papers, the grant of grace marks &c. all tend towards making it easier to pass the examinations and to lower the value of the University degrees. I admit the former but am not prepared to admit the latter proposition. There is really no absolute and fixed standard in the world whereby the value of the University degrees in all countries and under all circumstances can be determined. As a matter of fact the educational standards of the different countries differ from each other widely, and must differ according to the level of civilisation reached and the peculiar requirements of each country. There can thus be no comparison whatever between the educational standard of a highly civilised European country and a country which is just emerging from a state of barbarism or whose course of civilization has run on for centuries back in an entirely different line. It is a grave mistake therefore to judge the value of the University degrees by any fixed standard or by a comparison or reference to its nature or value in the European countries. Unless I am misinformed, the standards for testing education are not uniform even in the whole of Europe. Much less can it be expected that there should exist any uniformity in this respect between the test as applied in England and as it prevails in India. I would go even further and state that the test cannot be uniform even in the different Provinces of India, for the simple reason that they did not each and all start on their educational careers at the same time and with equal equipment for maintaining and carrying on the race.

I am, therefore, strongly convinced that it is entirely a mistaken policy to attempt to raise standards in order to approach an ideal which is only imaginary and which is entirely unsuited. It is true that the degrees conferred by the Indian Universities bear the same name as the English degrees but this is a uniformity only in name, otherwise the courses prescribed and the education given is widely different in the two countries and must be different owing to the divergence in the nature and state of civilisation. It cannot therefore be maintained that the value of the University degrees would be necessarily lowered if it is made easy to pass the examinations, there being hardly any fixed standard or test for making comparisons or for taking levels.

On the other hand, as compared with illiterate and ignorant masses in the country, a B. A. even though he passes more easily than at present would decidedly have a certain appreciable value. Nor would the numerical increase in passes any way affect the standard of valuation. If it has not done so in Europe and America there is no reason that it would do so in India.

But looking at the question from another point of view, what is the value at present attached to a student who has obtained the B. A. degree. I am not acquainted with the circumstances of the other Provinces but speaking for my own a B. A. here is considered usually as qualified to receive a salary of Rs. 30 p. m. to start with, and I need not say that the majority of them never expect to rise above 60 or 70 during their whole service, even under favourable circumstances. This is undoubtedly the practical test for judging the value of the University degrees in the market and I might as well say with confidence that if the tests are made easier still, or students are passed by grace marks or by re-examination of papers under certain well-defined conditions, there is no likelihood of a fall in the price. I believe the lowest end of the wheel has already been reached and any such change would raise the value and not lower it.

But assuming for the sake of a argument that the value does fall if the measures proposed are adopted (which as I contend would not really be the case then the simple question is which of the two states of things is more preferable and desirable. There can be no doubt that the present system has

not worked satisfactorily as regards the physical and mental development of the students, leaving aside for a moment the moral faculties.

I have attended the University Convocation for several years and one single thing which has uniformly and forcibly attracted my attention there has been the emaciated and care-worn faces of the large majority of the candidates who receive their degrees from the hands of the Chancellor.

The standards might still be raised to reach the ideal value and maintain the University prestige, although in the process both mind and body were to be ground down and paralysed rendering them totally incapable to exhibit any energy or force of action in after-life.

But, as I have said, the question is whether it is at all a preferable and desirable state of things.

Is it desirable to have a few emaciated and care-worn graduates incapable to achieve anything in after-life, their faculties having already been paralysed by pressure of work, or is it not more preferable to have a large number with less knowledge perhaps but greater capability and resources of energy to develop and work out the problems of life and perform their duties as citizens.

I, therefore, suggest that in case it is found that the standards at present demanded for acquiring the academical honours and degrees are not suited to the existing state of intellectual and moral development of the large majority of the candidates in this country, and have worked more harm than good physically, intellectually, and morally as I believe is the case, to some extent, then the best and wisest policy would be to abandon the ideal standard, to prescribe one more suited to the existing circumstances and level of civilisation to give it a trial for some period, and when by gradual assimilation the digestive power of the nation is strengthened and improved then to gradually prescribe higher standards until the ideal is finally reached.

I will finish with a few words on behalf of the unaided Institutions in connection with the Affiliation rules.

The unaided institutions have sprung up from a general desire to extend the benefits of education to classes which cannot avail themselves of the government and aided institutions owing to the high scale of fees enforced there, and with a special object to cultivate, improve and enforce the studies of classical languages and vernaculars. Their success and failure obviously depends on the attitude adopted towards them by the Government and the University. A benevolent and sympathetic treatment would strengthen and improve them. On the other hand, any measures adopted opposed to or in any disregard to their requirements would weaken them and render their existence entirely doubtful and problematical. It is undoubtedly true and cannot be questioned that the mere circumstance of their being unaided in funds ought not to make them immune from all rules of discipline and give free license to do any thing at option. This would not be maintainable even in their own interests. But, while admitting that the unaided institutions should be equally subjected to rules necessary to maintain harmonious relations with aided and Government institutions and should strictly observe the general principles which nourish sound education wherever its seeds are planted, there would still remain a considerable latitude and range for independence of work in matters special and which do not necessarily concern the University or the Government. Any interference on such domains is likely to prove harmful and throw back the cause of education for a considerable distance. For instance, in matters relating to internal management, regulation of fees, appointment of teachers, special courses of studies, qualification and salaries of teachers, arrangements of lectures, the style of building, arrangements for locating boarders, arrangement for physical exercises, supervision of classes and teachers and several other matters of the same kind, any undue severity observed or very hard and fast rules laid down would tend only to hamper and impede the work of the unaided institutions rather than improve its tone.

There is no objection to framing rules as regards some of these matters and enforcing their observation, but the rules should be conceived in a liberal spirit with a proper regard for the limited means at the disposal of the unaided institutions which, it may be mentioned, are supplemented to a large extent by the spirit of self-sacrifice and the earnestness of a desire to do good to their fellow countrymen. As I have already remarked, there is a considerable latitude between a desire to enforce proper discipline and elementary rules of education in order to prevent unaided institutions from degrading themselves and the whole educational machinery of the country of which they form a part, and a desire to act as strict disciplinarians irrespective of any regard for means and methods and the limited resources at the disposal of the unaided Institutions.

The question here again is the same as in the case of prescribing standards for examinations. As in one case standards should be prescribed not from the point of view of an imaginary ideal but with due regard to the limited educational talents and qualifications of the people for whom they are prescribed, so in the other cases rules of discipline should not be laid down as if dealing with richly endowed Institutions in England or some other affluent and highly civilised country, but with a due and proper attention to the limited means and capacity of the unaided Institutions which have to follow them. The former policy would dwarf the unaided Institutions as it has dwarfed the mind and the body of the people, the latter would inspire and invigorate them and prepare them for accepting the higher ideal of discipline in a befitting and suitable manner.

I would, therefore, suggest that rules of affiliation should be framed but in a liberal spirit, without bringing any undue pressure on the work and resources of unaided Institutions and with as little interference with their internal management, qualifications and salaries of teachers, regulation of fees and some other similar matters, as may be possible.

There is one matter in which the unaided institutions specially suffer under the present regime and that is the courses prescribed for classical languages. It is the special object of the unaided institutions to foster the study of classical languages in combination with an enlightened study of the English language, as is in fact the professed object of the Punjab University itself.

But they feel impeded in their progress towards this end by the courses prescribed by the University. It would be a decided step in the right direction if, in framing the courses of studies for the classical languages, the unaided institutions were consulted and a greater regard paid to their suggestions. I imagine it would be quite feasible to frame a scheme of studies for the classical languages suited generally to the requirements of the country, or to prescribe an alternative course suited to the special requirements of the unaided institutions, without any deviation from the true standard or the standard required.

LAL CHAND,

*Fellow of the Punjab University.*



**Note by Muhammad Shah Din, Esquire, B. A. (Cambridge),  
Barrister-at-Law, representing the Anjuman-i-Islamia,  
Lahore.**

### INDIAN UNIVERSITIES COMMISSION.

*Suggestions on some of the points to be  
considered by the Commission.*

In this Memorandum I propose only to state my views in general terms, without entering into details, on some of the points raised by the Commission, leaving a fuller consideration of those points to Educational experts who are in a position to lay before the Commission definite and workable schemes on such aspects of the problem of University Education as may have formed the subject of their special study.

#### TEACHING UNIVERSITIES.

The Punjab University is a teaching University in the Faculties of Law and Oriental learning, and maintains in accordance with its statutes an Oriental College and a Law School, which has lately been designated a Law College.

##### (A) THE LAW COLLEGE.

The teaching of law has lately been placed by the University on a sound footing by the appointment of a whole-time Principal, who is a Barrister-at-Law and a graduate of an English University, and by strengthening the staff of Assistant Law Lecturers and Readers. There are two sections of the College. In one the instruction is imparted through the medium of English, in the other through that of the vernacular; and in both the standard and course of instruction are identical. The regulations of the University provide for a bifurcation of legal studies, leading to the Diploma side and the Degree side respectively, the entire course in both cases extending over a period of 3 years.

The question as to whether this three years course should be reduced to one extending over two years is one of great importance, and the Law Faculty, after very full consideration, has recently recommended that this should be done at least on the Degree side, the course being made a post-graduate study. I venture to think that this recommendation is based upon sound considerations and that its acceptance will, besides avoiding an undesirable clashing of studies in Law and Arts, tend to make the teaching of Law in the College more efficient and thorough than has hitherto been the case.

The management of, and supervision over, the Law College are at present vested in a Committee called the Law College Committee, which consists of 6 members including the Vice-Chancellor. This Committee was constituted in 1897, and I have been acting as its Secretary since July 1898. So far as the teaching of law is concerned, the University has, I venture to think, done its best to discharge the obligations imposed

upon it by its statutes by strengthening the Law College in every way in order to meet the growing needs of the Province.

A proposal to establish a Boarding-House in connection with the College has been under the consideration of the Committee for some time past, and one will be established as soon as the Committee sees its way to make it a self-supporting institution.

The Law College of the University sufficiently meets the educational requirements of the Punjab, and the opening of Law classes in connection with any Arts college either in Lahore or elsewhere appears to me to be both unnecessary and undesirable.

#### (B) THE ORIENTAL COLLEGE.

The Punjab University is bound to maintain an Oriental College under the express terms of its statutes. The Preamble to the Act of Incorporation recognises the following as among the chief objects for which the Punjab University College was to be constituted into a separate University :—

- (a) The diffusion of European science, as far as possible, through the medium of the vernacular languages of the Punjab ;
- (b) the improvement and extension of vernacular literature generally ;
- (c) the enlightened study of the Eastern classical languages ;

and it is in part fulfilment of these objects that the Oriental College has been maintained by the University. The promoters of the University movement in this Province appear to have emphasised their desire to see these objects fully carried out, and this could not be done without organising a College Department with a view to impart systematic instruction through properly trained teachers in the classical languages of the East and in the elements of Western science by means of translations from the English language into the vernaculars of the Province.

The Oriental College, therefore, fulfils a strongly expressed desire on the part of the founders of the University, and being the only College of its kind, maintained by an Indian University, in which an organised attempt is made to impart higher instruction in the classical languages of the East, it meets a real want in this country.

How far this College has fulfilled the expectations of its original promoters or advanced the objects laid down among the chief aims of the University, to which I have already alluded, is a question of very great practical importance, and I must say that there is a rather strong impression prevailing among a certain class of persons whose opinions are not without weight that on the whole this College has not proved a success, and that its net result from a higher educational standpoint is incommensurate with the financial burden which its maintenance imposes upon the

University. It is difficult to say precisely to what extent this impression is justifiable, but on the other hand I am not prepared to say that it is without any foundation. That the College supplies an educational need in the Punjab, is, I think, well established, not only from the number of students we find on its rolls from year to year but also from the number of Oriental teachers supplied by it to the various Arts Colleges and High Schools in this Province and in other parts of India. The growing demand for Oriental teachers can hardly be supplied by any other institution that I know of, and it is manifestly impolitic to abolish this College and to fall back for fulfilment of our needs upon the old *maktab* and *patshala* systems, of which the revival would be a questionable benefit from the point of view of modern education.

I am, therefore, of opinion that the Oriental College must be maintained in its integrity. At the same time I think that the institution should be thoroughly overhauled, and a searching enquiry made as to the sufficiency and soundness of the courses of study prescribed and of the methods of teaching followed therein. These are, in my judgement, capable of improvement; and unless in respect of these, the Oriental College keeps pace with other progressive educational institutions in all the departments of knowledge which it has made its own, it will fail, I am afraid, in promoting "the enlightened study of the Eastern classical languages and the diffusion of the European sciences through the medium of the vernacular languages of the Punjab."

I may mention in this place that the last named object, namely, the diffusion of the European sciences through the medium of the vernacular, has not, so far as I know, been very materially advanced by the Readers and Translators who have in past years been appointed to the few endowments which were created for this purpose in connection with the Oriental College. These endowments are of small value and it is idle to expect graduates who look upon them in the light of a subsistence allowance to teach in the general knowledge department of the Oriental College, and at the same time to produce good translations of text books of Western science into the vernacular.

The want of such translations has always been very keenly felt by the University, and it was with a view to supply this want and to promote the production of sound vernacular literature in this Province that in the beginning of 1897 the Syndicate appointed a Standing Sub-Committee charged with the duty of supervising the preparation of approved vernacular books, and made a budget provision of Rs. 2,000 per annum to meet the expenses incidental to this work. Three text books have so far been translated into the vernacular under the supervision of this Committee, and more would have been taken in hand, but for the fact that owing to financial difficulties the University has

withdrawn the budget grant that had been sanctioned in 1897. I have been acting as the Secretary of this Committee since November 1898.

**(C) TEACHING ON THE ARTS SIDE.**

The next question for consideration is whether the Punjab University should be made a teaching University in the Faculty of Arts. This question is not free from practical difficulty, though in the abstract a proposal of this kind has its attractions and commends itself to all persons interested in the promotion of sound learning and genuine culture. In arriving at any definite conclusion on this question the Commission will have to take into consideration the resources of the University, the peculiar circumstances of the Punjab, and the existence and number of denominational institutions affiliated to the University which are managed by private bodies in various parts of this Province. My own opinion, formed after some deliberation, is that the Colleges should be allowed, as at present, to teach up to the B. A. degree for the Ordinary or Pass course (to which I shall presently refer), and that to that extent and for that purpose the University should remain, as is the case now, a merely examining body. It may, however, well assume teaching functions in post-graduate studies as also for the purposes of the B. A. Honors examination.

After the matriculation, there should be, in my opinion, a bifurcation of studies into an Ordinary course and an Honors course, and the present Intermediate examination may with advantage be reduced to a House examination. The Ordinary course should be a graduated course of not more than 3 years, comprising 4 subjects, 3 compulsory and one optional, which a student who has no aptitude or inclination for higher study in special branches of knowledge, should be able to go through without much difficulty, so as to take the Ordinary degree after 3 years' reading in an Arts college. The Honors course should be so framed as to enable a student who takes it up to specialise from the matriculation upwards in one particular branch of learning, and the examination for the Honors degree should be more searching and cover a wider range than is the case at present with our degree examinations. The University might very well undertake the teaching for the Honors course, so that no student should be able to present himself for the Honors examination who does not attend the lectures of the University Professors. In this way, the majority of students who do not hanker after, and are not fitted to achieve, academic distinctions, will go through the ordinary curriculum of the various colleges in the Province and pass the degree examination very much as they do at present, while the minority of earnest learners will be enabled to concentrate their whole intellectual energies on single subjects, and by thus laying the solid



foundation for original thought and deep research will in after years strengthen the ranks of literary men in this country. The present system of college education, while greatly multiplying the number of graduates with a smattering knowledge of several subjects and a thin veneer of Western thought, has failed to produce the men we stand in need of,—men moved by a deep, genuine love of knowledge and equipped with all the apparatus of modern scholarship, who may lead on the literate classes of the country to high ideals of moral and civic duty and breathe new life into indigenous institutions, so as to bring them into line with the more energetic and refined civilization of the present age. In order that our colleges may produce such men, the institution of a system of University teaching by means of competent University professors seems to me to be urgently called for, care being taken at the same time that for the purposes of the Ordinary degree the University should in no way interfere with the *status quo*, and should, in fact, try to facilitate, in the interests of general education, the passage of the majority of students through its affiliated colleges.

It will thus be seen that I am in favour of the appointment of University Professors and Lecturers who will teach only for the Honours course, while I would leave the teaching for the Ordinary course to individual colleges. In my opinion it is both impracticable and inexpedient to frame a list of recognised teachers in this Province; and it follows from what I have said above that candidates for degrees should not in all cases be required to receive instruction from teachers appointed or recognised by the University.

#### CONSTITUTION.

##### (A). THE SENATE.

The present number of the Fellows of this University is 136. Of this 64 are Europeans and 72 natives of India; 85 officials and 51 non-officials; 85 residents in Lahore and 51 non-residents. The number of Fellows named in the Act of Incorporation is 125, so the Senate of 1902 is by no means unwieldy compared with the Senate of 1882. The circumstances under which the University was constituted 20 years ago necessitated the nomination of a comparatively large number of Fellows, representing the Native States, the official classes, the landed aristocracy, and the educated people of the Punjab, as it was through the helpful influence and co-operation of these that the Punjab University College was raised to the status of a University. The University still stands largely in need of this influence and co-operation, and under existing conditions of educational progress it is, I think, inexpedient to reduce all at once the numerical strength of the Senate. In as much as, however, it is becoming more and more necessary every day, in the interests of sound education, to have on

the Senate persons who are well qualified to advise on questions relating to University education, the time has come when even in the Punjab Fellowships should not be given merely by way of compliment, and advantage may be taken of the elimination by death or otherwise of Fellows to place a reasonable limit on the number of our Senators. In order, also, to remove the impression that a Fellowship is merely a social distinction and carries with it no responsibility towards the University, the adoption of a rule that Fellowships shall be vacated by non-attendance at meetings seems to be imperatively necessary, the more so as it will gradually result in purging the Senate of many amiable persons who only retard the appointment of more active workers in the cause of education.

I may add that I am not in favor of a change being made in the tenure of Fellowships by making them terminable. Such a change, I consider, would not be conducive to the best interests of high education in the Punjab as under such a system the University would run the risk of being periodically deprived of the knowledge and experience of its working acquired by many a Fellow during his tenure of office, resulting in a possible serious interference with the continuity of a consistent educational policy. Let the best available persons be appointed Fellows, and let the authorities be guided in appointing them solely by considerations of fitness for the work to be done by them, but once they are appointed let them acquire experience and gain authority which sound experience gives, and let them serve the University for their lives.

The Act of Incorporation allows the Senate to nominate a certain number of Fellows, and so far as I am aware only 8 Fellows have been nominated in pursuance of this provision. The Senate has not in recent years felt disposed to exercise this privilege, and its non-exercise does not appear to me to have resulted in any disadvantage to the Senate or the University. Any other form of election or nomination does not seem to be very urgently called for.

#### (B.) THE SYNDICATE.

The Syndicate at present consists of 21 members, including the Vice-Chancellor, and all the six Faculties are adequately represented on it. As 12 of the syndics are actually engaged in teaching, the colleges enjoy a very full share of representation, and Government has on this Board no less than 4 accredited exponents of its views.

#### (C.) FACULTIES AND BOARDS OF STUDIES.

The Senate is divided into 6 Faculties, each Faculty having its own separate Board of Studies. This division is a sound one, and the Faculties with their several Boards of Studies have, I venture to think, been working to the satisfaction of the Syndicate and the Senate.

I consider that the rule that every member of the Senate must belong to one Faculty at least is, in this Province, a salutary one, and that it should not be abrogated, though I am disposed to favour the proposal that each Faculty may be further strengthened, if need be, by adding recognised teachers and graduates with Honors in the special subject of the Faculty.

#### GRADUATES.

I certainly think that it is very desirable that a register of graduates with their addresses should be formed and kept up to date so that the University may be able to keep in touch with its alumni.

#### STUDENTS OF THE UNIVERSITY.

If the University can hope to perform such an Heronian task, it should certainly look after the physical and moral welfare of the students of all affiliated Colleges, but I very much doubt if with our present resources and the existing means of control over the Colleges this is at all practicable. I am afraid that for some time to come this University will have to content itself with stating in general terms, which may practically be disregarded, that it expects every College to do its duty in these respects, as anything in the nature of a vigilant watch over the internal administration and economy of the colleges, many of which are denominational, may be resented as an unwarrantable interference with private enterprise.

The provisions for the physical and moral welfare of the students will, therefore, have to be largely left to the various colleges in this Province, but it is both feasible and necessary, in order to foster a genuine University life in Lahore, to organise under the auspices of the University literary and scientific societies and recreation clubs which would bring men of different colleges together and create around them a bracing atmosphere of common educational interests and identical aims of life.

#### UNIVERSITY TEACHING.

It is to some extent true that many students begin their University course without sufficient knowledge of English to profit by the lectures they attend. But it seems to me that this short-coming has been rather exaggerated. Considering that these students are taught before entering the Colleges in large classes mostly by Indian teachers, who are not well paid and who are not themselves thoroughly well grounded in English, and considering also that the change from school life to college life is attended in most cases by new methods of teaching and new sets of teachers, mostly Europeans, it is not at all surprising that when these students begin their University course they appear to know less of English than they actually do, and being unaccustomed to the lecture of an English Professor, they for the first few months of the 1st year

are unable intelligently to follow them. This defect will be gradually removed by allotting more time and paying greater attention to the teaching of English in schools and by employing better qualified English teachers.

I am strongly opposed to the fixing of an age-limit for candidates for the Entrance examination, as I believe that such a limitation would not only serve no educational purposes, but would unnecessarily retard the progress of students who complete their school course early in life and whose parents or guardians are anxious to prepare them for examinations in regard to which an early age is either a prescribed condition or a ground for preferential distinction. A similar proposal was brought up before the Syndicate of our University last year, and I still adhere to the opinion which I then expressed that the suggested limitation is entirely uncalled for, and is intensely unpopular among the educated classes of the Punjab.

The establishment of a School of Theology will be of no practical good to this Province, and it is possible that the motives of Government, with which the University is identified in the popular mind, may be misunderstood and misrepresented in connection with this scheme. The comparative study of religions is *prima facie* a very desirable object, but I very much doubt if the existing conflict of religious opinions will allow of such a school being organized, endowed, and worked so as to promote a spirit of toleration and mutual good will among professors of the various creeds prevailing in India. I should be in favour of leaving the religious problem in India for the present severely alone, as it is probable that in trying to unravel the tangled skein of religious questions, the University may find itself landed in difficulties which may detract from its usefulness as an unsectarian educational centre.

M. SHAH DIN.

## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

Note by the Revd. Dr. H. U. Weitbrecht, Ph.D., Fellow of the Punjab University.

*Connection of the Punjab University  
with the promotion of Vernacular  
Literature.*

I VENTURE to offer some remarks for the consideration of the Commission on a subject which was prominently referred to by our late Chancellor in his address at the last Convocation of the Punjab University. Sir W. Mackworth Young reminded us that "the improvement and extension of vernacular literature generally" is one of the objects for which the Punjab University exists," and he lamented that in this respect it had done very little. The regret must surely be shared by us all, and one cannot but feel the hope that the labours of the University Commission may lead, among other results, to the removal of this reproach.

I need not labour the point that "the improvement and extension of vernacular literature" is not merely a desirable object of the work of a University, but its chief end. The Universities of the Renaissance in Europe did much when they gave us the original writings of the Greeks, and the Latin works of an Erasmus or a Thomas More. But they did more when they stimulated the literary activity which produced the vernacular writings of a Shakespeare or a Luther, and started the movement which made the student independent of a dead or a foreign tongue. Great as must be the importance of English in Indian University education for generations to come, the end towards which it is working is that the people of India may have the treasures of Western knowledge and imagination presented to them in the current coin of their own tongues.

The question is rather, what practical measures can an Indian University, our own in particular, now take to forward this object of its existence.

The task is simplified for us in the Punjab in that, for practical purposes, we have to deal with one vernacular only, that is, Urdu. It is already the language of education, administration and commerce throughout the Province (as well as far beyond its borders), and while the other languages of the country have their value as vehicles of knowledge, we must, for the present, be content to influence them mainly through their favoured sister.

Another advantage in the selection of Urdu lies in the fact of its diffusion through a tract outside this Province, and far exceeding it in extent and population. If the political Punjab includes Delhi, the original home of Urdu, the United Provinces contain Lucknow, its other chief habitation, and the larger proportion of those to whom Urdu is a mother tongue. Whatever may be done by the Punjab University to raise the level of Urdu literature will, we may hope, be taken up and carried on in the sister University of the United Provinces.

In 1898 (the last year for which I have been able to obtain the Publication Returns of the Government of India) the registered publications (excluding bilingual works) in Bengali numbered 987, in English 1,105, and in Urdu 1,112. Of these last 1 was published in Madras, 14 in Bombay, 38 in Bengal, 454 in the United Provinces, and 605 in the Punjab. This is sufficient to show what is the importance of Urdu literature, and what an interest this University has in the matter.

What can the University do to promote the growth and raise the standard of vernacular literature?

1. The University has already lecturers on certain subjects. A competent lecturer on the Urdu language and literature would not be a person impossible to find. His subject is one which would naturally interest not a few, and the creation of a professorial chair or lectureship of this kind would help to make the Punjab University the centre of a real school of Urdu literature. The professor or lecturer must, of course, be not only an acknowledged Urdu *litterateur*, but also a man of good English education, for English is beginning to permeate Urdu, and the extent of this influence needs healthy regulation by means of good standards. Besides this one great object of Urdu literature in the present and future must

3

be to bring home to the people, in a form not merely intelligible, but acceptable, the substance of English literature and science. Not that we can expect it at once to rise to the heights of Shakespeare, or attain the profundity of Darwin, but if it will begin (as it has) by popularising the substance of Western literature and science, it will in due time evolve a completer presentment of them on its own lines.

2. While the University continues to give the best possible training in English literature or law, or in science as presented by English scholars, *it ought to add to its standard of qualification for degrees the assurance that a man can explain what he has learned with accuracy of thought and correctness of expression in his own mother tongue.* Whatever little weight my opinion may have, I desire to throw it emphatically into the scale in favour of this alteration. At present there is not only no guarantee, but no provision at all made that the graduate may be able to communicate the fruits of his scholarship to people of his own proper speech. If some of them do so notwithstanding, it is to their credit, and the fact shows how much more such literary activity we might hope for if some qualification for it were demanded by our academic tests. In other words, I would advocate that each of the three higher examinations should include the test of *a vernacular essay upon one of the subjects which have been studied in English.* If it be urged that this would over-weight the already long list of subjects, then I would reply: *Let us lessen the English subject sufficiently to give reasonable time to prepare for a test in the vernacular reproduction of them.* In giving the higher education we are trustees, not for a class, but for the people at large, and the great test of the real value of the imported gold of higher knowledge that we bestow upon them is the readiness with which they can change it into the smaller currency that the ordinary reader can take and pass on.

3. In the Punjab University we have a system of degrees of Oriental Learning, among them one that may be given *honoris causâ.* About three years ago the University of Edinburgh conferred the degree of LL.D. on an Oriental scholar of Delhi (Khán Bahádur Maulvi Ziyá-ud-dín Khán), but I can remember

4

no instance of our University doing the like for Indians who have laid themselves out to promote the cause of vernacular literature. So far we have proved the truth of the proverb that a prophet hath no honour in his own country. I believe that there are authors among us now whose work well deserves recognition at the hands of the University, and I would urge that it be made a special point before each Convocation to enquire whether there be not some worthy recipient of an Oriental degree, among Urdu authors within or without the Province. If the degree of D. O. L. be considered too great a distinction to bestow except in rare cases, might not the University apply for powers to bestow in special cases that of M. A. as the English Universities sometimes do, *honoris causa*? I am not unmindful that such bestowals might sometimes offer occasion for undesirable efforts on the part of would-be recipients. But, if as we are led to hope, the constitution of our Senates be modified, this difficulty should not be a great one, and I am convinced that the honour done to the cause of vernacular literature would be an encouragement to the recipients of it and a stimulus to others to follow in their steps.

---

सत्यमेव जयते